svenska

Swedish

Language Guide

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Swedish 1.2
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Swedish
Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

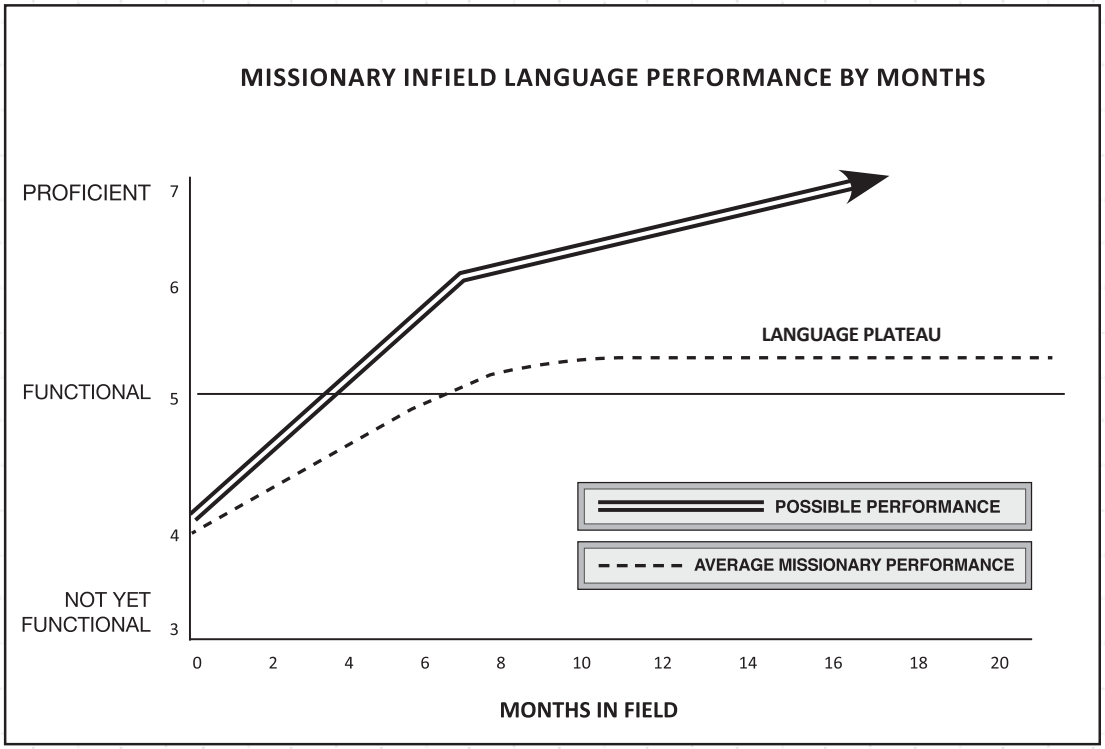
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



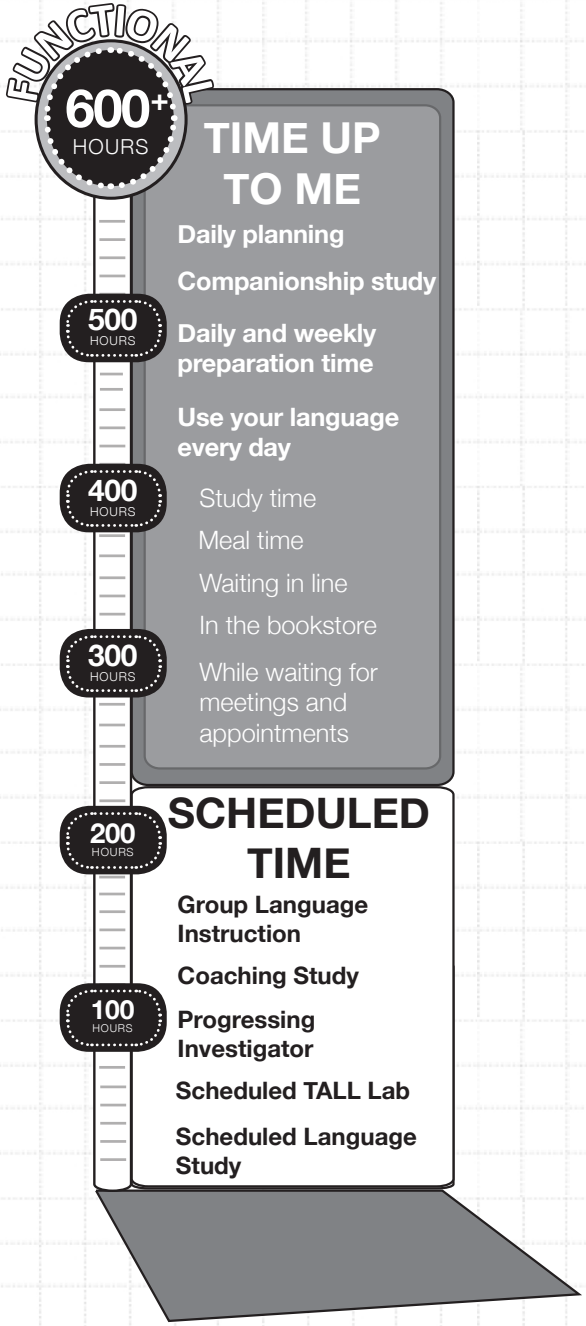
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

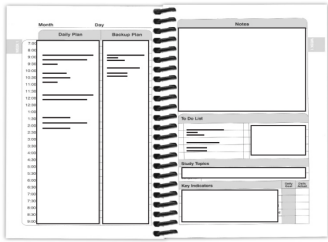
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [what]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

Study Plans: [how]

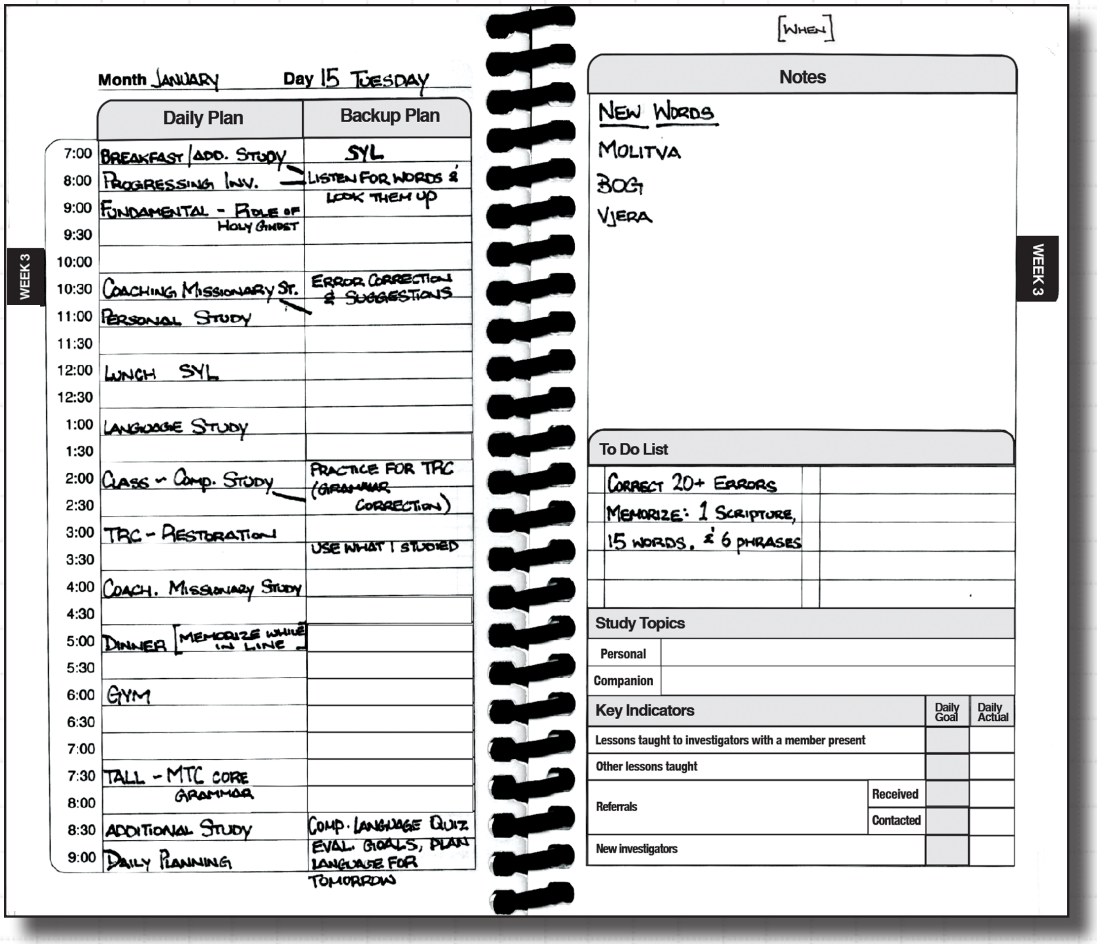
- use every moment well.
- use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptores, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptores: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.

- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (80 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [why]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptores about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?



EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

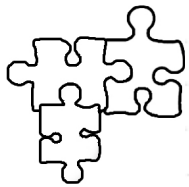
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.



STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.

STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

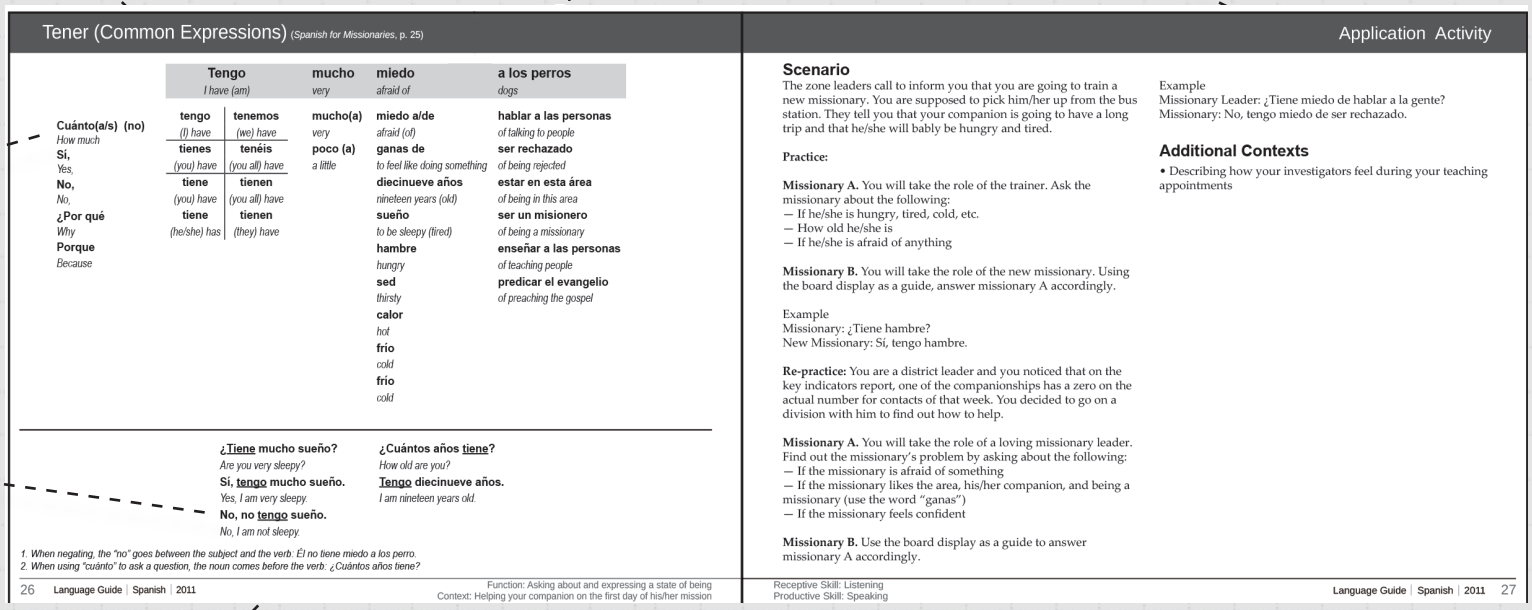
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) (*Spanish for Missionaries*, p. 25)

Tengo		mucho	miedo	a los perros
I have (am)		*very*	*afraid of*	*dogs*
tengo	**tenemos**	**mucho(a)**	**miedo a/de**	**hablar a las personas**
(I) have	*(we) have*	*very*	*afraid (of)*	*of talking to people*
tienes	**tenéis**	**poco (a)**	**ganas de**	**ser rechazado**
(you) have	*(you all) have*	*a little*	*to feel like doing something*	*of being rejected*
tiene	**tienen**		**diecinueve años**	**estar en esta área**
(you) have	*(you all) have*		*nineteen years (old)*	*of being in this area*
tiene	**tienen**		**sueño**	**ser un misionero**
(he/she) has	*(they) have*		*to be sleepy (tired)*	*of being a missionary*
			hambre	**enseñar a las personas**
			hungry	*of teaching people*
			sed	**predicar el evangelio**
			thirsty	*of preaching the gospel*
			calor	
			hot	
			frío	
			cold	
			frío	
			cold	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Si, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

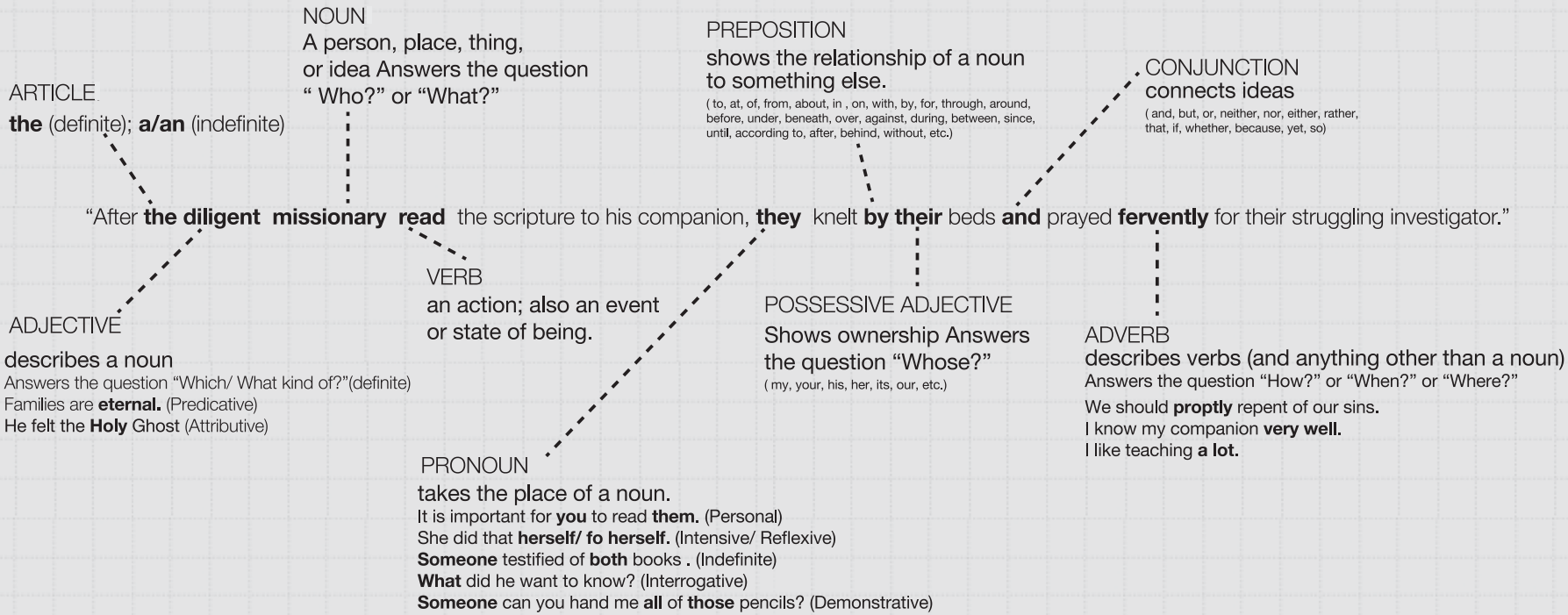
The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.


ARTICLE
the (definite); **a/an** (indefinite)
NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well.**
I like teaching **a lot.**
PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

FREQUENTLY ASKED QUESTIONS

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Postwork

Practice introducing yourself to three missionaries who are not in your district. Have your companion practice translating for you as you introduce yourself. Use the TALL software to help you with pronunciation.

Grammar Help

Sentences in Swedish are much like those in English; the subject, the verb, followed by the rest of the sentence ("I come from _____"; "Jag kommer ifrån _____"). However, in questions, the question word and the verb switch place with the subject ("What do you believe" translates to "Vad tror du?" or "What believe you?").

Optional Activities

Consider reading through "How to Begin Teaching", pp. 176-77 in Preach My Gospel and begin to familiarize yourself with some phrases/words you may need to teach your first lesson.

Vocabulary

Nouns

en dag	*a day*
en Äldste	*an Elder*
en Syster	*a Sister*
en missionär	*a missionary*
en kamrat	*a companion*
en mission	*a mission*
ett liv	*a life*
en mening	*a meaning*
en Gud	*a God*
ett besök	*a visit*
en familj	*a family*

Verbs

är	*are/am/is*
heter	*are/am/is called*
kommer	*come(s)*
ska	*shall/will*
tjäna	*serve(s)*
tror	*believe(s)*
förväntar	*expect(s)*
har	*have/has*

Numbers

1	**ett**	8	**åtta**	15	**femton**
2	**två**	9	**nio**	16	**sexton**
3	**tre**	10	**tio**	17	**sjutton**
4	**fyra**	11	**elva**	18	**arton**
5	**fem**	12	**tolv**	19	**nitton**
6	**sex**	13	**tretton**	20	**tjugo**
7	**sju**	14	**fjorton**	21	**tjugoett**

Greetings	
Hej hej *Hey*	
God *Good*	**dag** *day*

Hur är det? *How is it?*
-Bra, tack! *-Good, thanks!*
-Sådär... *-It's okay...*
-Själv då? *-Yourself?*

Farewells	
Vi ses! *See you later!*	**Hej då** *Goodbye*
Trevligt att träffas *Pleased to meet you*	

Question Word	Verb	Subject
Vad *What*	**heter** *are called*	**du?** *you?*
		ni? *you all?*

Subject	Verb	Object
Jag *I*	**heter** *am called*	**Äldste _____** *Elder _____*
Han *He*		**Syster _____** *Sister _____*
Hon *She*	**är** *is/am/are*	**missionär(er)** *[a] missionary(ies)*
Vi *We*		**min kamrat** *my companion*

Verb	Prep	About	Noun
Berätta *Tell*	**lite** *a little*	**om** *about*	**dig** *you*
	mer *more*		**din familj** *your family*
			din tro *your faith*

Q Word	Verb		Noun
Vem *Who*	**är** *is*		**detta?** *this?*
Subject	**Verb**	**Poss Pron**	**Noun**
Detta *This*	**är** *is*	**min** *my*	**vän** *friend*
Hon *She*		**din** *your*	**familj** *family*
Han *He*			**kamrat** *companion*

Question Word	Verb	Subject	
Var *Where*	**kommer** *come*	**du** *you*	**ifrån?** *from?*
	ska *shall*		**tjäna mission?** *serve a mission?*

Question Word	Adjective	Verb	Subject
Hur *How*	**gammal** *old*	**är** *are*	**du?** *you?*
	många syskon *many siblings*	**har** *have*	**ni?** *you all?*

Subject	Verb		Object
Jag *I*	**kommer ifrån** *come from*		**U.S.A** *The United States*
Du *You*	**ska till** *shall (am going to)*		**Sverige** *Sweden*
Jag *I*	**är** *am*	**___** *(#)*	**år** *years*	**gammal** *old*
	har *have*	**_____** *(number)*		**syskon/bröder/systrar** *siblings/brothers/sisters*

Question Word	Verb	Subject	
Vad *What*	**tror** *believe*	**du** *you*	**om Gud?** *about God?*
	tycker *think*		**om livets mening?** *about the meaning of life?*
	förväntar *expect*	**du** *you*	**av vårt besök?** *from our visit?*

Give a Simple Overview

Prework

Find words from the list to the right that will be helpful when you teach your progressing investigator. Use the TALL software to help with pronunciation and to learn them.

Grammar Help

In modern Swedish, *"dig, mig, and sig"* are pronounced *"dej, mej, and sej"* (sound like the English day, may, and say), but in prayer, scripture, and hymns, use the older pronunciation, *"dig, mig, and sig" (sound like deeg, meeg, and seeg)*

Optional Activities

Write down some of the words/phrases from the bullet points on pp.176-77 of Preach My Gospel that you will use in your next lesson. With your companion, practice expressing these words and phrases in Swedish.

Vocabulary

Nouns	
en frid	*a peace*
ett barn	*a child*
ett budskap	*a message*
en önskan	*a desire*
ett ord	*a word*
en plan	*a plan*
en profet	*a prophet*
en representant	*a representative*
en son	*a son*
en tro	*a faith*
en vägledare	*a guide*
en bön	*a prayer*

Verbs	
att lyssna	*to listen to*
att undervisa	*to teach*
att vägleda	*to guide*
att hjälpa	*to help*
att känna	*to feel*

Subject	Verb	Negation	
Vi *We* **Jag** *I* **Den Helige Anden** *The Holy Ghost* **Gud** *God*	**är** *are/is/ am*	**(inte)** *(not)*	**glad(a) för dig** *happy for you* **perfekt(a)** *perfect* **din(a) vägledare** *your guide(s)* **allsmäktig** *all-powerful*

Tror du att ... ?
Do you believe that ... ?
Vi vill lära dig att ...
We want to teach you that ...

Subject	Verb	Posessive Pronoun	Object
Jesus Kristus *Jesus Christ* **Gud** *God* **Vi** *We* **Profeter** *Prophets* **Du** *You*	**är** *are/is/ am*	**Guds** *God's* **vår** *our* **din(a)** *your* **Kristi** *Christ's*	**barn** *child(ren)* **fader** *father* **vän(ner)** *friend(s)* **representant(er)** *representative(s)* **son** *son*

Subject	Verb	Object
Himmelske Fader *Heavenly Father* **Jesus Kristus** *Jesus Christ*	**älskar** *love(s)* **hjälper** *help(s)* **känner** *know(s)* **vägleder** *guide(s)*	**oss** *us* **alla** *everyone* **dig** *you* **din familj** *your family*

Men
But
Och
And
Också
Also

Question Word	Verb	Subject	
Vem *Who* **Vad** *What*	**är** *are/is/ am* **kan** *can*	**Gud** *God* **Kristus** *Christ*	**för dig** *for you*
Varför *Why*		**tro** *faith*	**viktig?** *important*
Hur *How*		**Mormons bok** *the Book of Mormon*	**hjälpa dig** *help you*

Subject	Verb	Object		
Guds plan *God's plan* **Vårt budskap** *Our message* **Mormons bok** *The Book of Mormon* **Profeter** *Prophets*	**undervisar** *teach(es)*	**oss** *us* **dig** *you* **din familj** *your family* **alla** *everyone*	**om** *about*	**Guds ord** *God's word* **kärlek** *love* **tro** *faith*

Helping Verb	Subject	Verb		Noun
Skulle Would **Kan** Can	**Du** You **Vi** We	**Hålla** Hold **Börja** With	**Med** with	**bönen** the prayer **en bön** a prayer

Pray

Prework

Memorize the words to the right to help you get a head start on the language lesson.

Grammar Help

Reflexive Verbs play a key role in speaking Swedish, and are often used when the verb refers back to the pronoun. When listed in its infinitive form, the verb will always have “sig” after it. To use the verb, you will need to replace “sig” with the correct reflexive pronoun. See the example and chart below for more help:

att förändra sig - to change

Jag förändrar *mig* - I change

Vi förändrar *oss* - We change

Subject	Reflexive
Jag	mig
Du	dig
Han	sig
Hon	sig
Det/Den	sig
Vi	oss
Ni	er
De	sig
Man	sig

Optional Activities

Each day, try to expand and enrich your prayers by adding new vocabulary found in your *Vocabulary and Phrases Swedish Book.* Think of your family, friends, and investigators, and create new sentences to add to your prayers. Your prayers will become more meaningful and sincere to you, your investigators, and to God. Ask a teacher if you need more help.

Vocabulary

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
en försoning	*an atonement*
en himmel	*a heaven*
en hjälp	*a help*
en lärare	*a teacher*
ett missionskall	*a mission call*
ett namn	*a name*
en sak	*a thing*
en styrka	*a strength*
en undersökare	*an investigator*
en välsignelse	*a blessing*

Verbs	
att be	*to pray*
att förlåta	*to forgive*
att öka	*to increase*
att säga	*to say*
att tacka	*to thank*

Vår *Our* **Käre** *Dear*	**Himmelske Fader** *Heavenly Father* **Fader i Himlen** *Father in Heaven*

Subject	Verb	Adjective	Prepo-sition	Possesive Pronoun	Object
Jag *I* **Vi** *We*	**är** *am/are*	**tacksam** *thankful* **tacksamma** *thankful (plural)*	**för** *for*	**min/mina** *my/my (plural)* **vår/våra** *our/our (plural)* **din/dina** *thy/thy (plural)*	**undersökare** *investigator(s)* **välsignelse(r)** *blessing(s)* **kärlek** *love* **familj(er)** *family(ies)* **Sons försoning** *Son's atonement* **hjälp** *help*
	tackar *thank*	Object **dig** *Thee*			

Subj	Ask Thee For	Noun	To	Verb	Object
Jag *I*	**ber dig om** *ask Thee for*	**hjälp** *help* **tro** *faith* **förmågan** *the ability*	**att** *to*	**lära mig/oss** *learn (myself/us)* **förstå** *understand* **göra** *do*	**svenska** *swedish* **din vilja** *thy will* **mitt syfte** *my purpose*

Ask Thee To	Bless	Object	With	Noun	So That	Sub	Help Verb	Verb Phrase
Vi *We* **ber dig att** *ask Thee to*	**välsigna** *bless*	**mig** *me* **oss** *us* **vår undersökare** *our investigator*	**med** *with*	**Anden** *the Spirit* **förståelse** *understanding* **styrka** *strength*	**så att** *so that* **medan** *while*	**jag** *I* **han/hon** *he/she* **vi** *we*	**kan** *can* **ska kunna** *will be able to*	**förändra mig/oss/sig** *change (one's self)* **bli lycklig(a)** *be happy (plural)* **läsa Mormons bok** *read the Book of Mormon*

i Jesu Kristi namn, amen
in the name of Jesus Christ, amen

Testify

Prework

Memorize the words to the right to help you get a head start on the language lesson.

Grammar Help

When asking a question, the verb comes first, followed by the subject. But when using question words, such as how (hur), why (varför), what (vad), and who (vem), the verb comes after the question word and the subject comes after the verb.

Optional Activities

Each day, try to expand and enrich your testimony by adding new vocabulary found in your *Vocabulary and Phrases Swedish Book.* Think of your testimony and write down words that you might need to learn in order to give a sincere and powerful testimony to those around you and those you teach. Ask a teacher if you need more help.

Vocabulary

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns		Verbs	
en smärta	*pain*	**att vittna**	*to testify*
en börda	*a burden*	**att veta**	*to know*
en känsla	*a feeling*	**att tro**	*to believe*
ett straff	*a punishment*	**att känna**	*to feel*
en försoningoffer	*an atoning sacrifice*	**att ta på sig**	*to take upon oneself*
ett dop	*a baptism*	**att övervinna**	*to overcome*
ett lag	*a law*	**att följa**	*to follow*
ett hopp	*a hope*	**att lita på**	*to trust in*
en lycka	*a happiness*	**tillämpa**	*to apply*
en tro	*a faith/belief*	**att bli**	*to become*
en skuld	*a guilt*	**att uppleva**	*to experience*
ett misstag	*a mistake*	**att njuta av**	*to enjoy*
en Återlösare	*a redeemer*	**att få**	*to recieve*

	Subject	Verb	Conjunction	Subject	Verb	Adjective
	Jag *I* **Vi** *We* **Du** *You*	**vet** *know* **tror** *believe*	**att** *that*	**Gud** *God* **Kristus** *Christ* **Frälsaren** *the Savior*	**är** *is*	**fullkomlig** *perfect* **levande** *living* **allsmäktig** *all-powerful* **allvetande** *all-knowing*
Question Word	**Verb**	**Subject**	**Conjunction**			
Hur *How* **Varför** *Why*	**vet** *know* **tror** *believe*	**du** *you* **vi** *we*	**att** *that*			**tålmodig** *patient* **barmhärtig** *merciful*

Subject	Verb	Poss Noun	Noun	Preposition	Object
Jesus Kristus *Jesus Christ* **Återlösaren** *The redeemer*	**kände** *felt* **tog på sig** *took upon himself* **övervann** *overcame*	**dödens** *death's* **livets** *life's* **sorgs** *sorrow's* **syndens** *sin's*	**smärta** *pain* **bördor** *burdens* **känslor** *feelings* **straff** *punishment*	**för** *for* **i stället för** *in the place of*	**oss** *us* **mig** *me* **dig** *you* **alla** *everyone*

	Verb	Noun	Help Verb	Subject	Verb	Noun-phrase
Genom att *By*	**följa** *following* **lita på** *trusting in* **tillämpa** *applying*	**Jesus Kristus** *Jesus Christ* **Hans försoningsoffer** *His atoning sacrifice* **dopet** *baptism* **Guds lagar** *God's laws*	**kan** *can* **ska** *shall* **får** *may*	**vi** *we* **dig** *you* **jag** *I* **Jesus Kristus** *Jesus Christ*	**uppleva** *experience* **njuta av** *enjoy* **få** *receive*	**lycka** *happiness* **hopp** *hope* **tro på Kristus** *faith in Christ* **förlåtelse** *forgiveness*
					övervinna *overcome* **bli fri från** *become free from*	**skuld** *guilt* **känslor av skam** *feeling of shame* **våra misstag** *our mistakes*
	Tack vare *Thanks to* **Genom** *Through*					

Extend Invitations

Prework

Memorize the words to the right and familiarize yourself with the Days of the Week, Months, and Ordinal Numbers (first, second, etc.) as found in the Appendix.

Grammar Help

Because the English, *"will,"* does not exist in Swedish, extend commitment using two questions: *"Vill du ...?"* (Do you want to ...?) and then *"Kommer du att ...?"* (Are you going to ...?)

Optional Activities

Following up with investigators is essential for their growth and progress. When time allows, practice with your companion asking your investigator about his or her progress keeping invitations, then promise blessings and check for understanding.

Also, consider how you will prepare to invite your investigator to be baptized, and practice the invitation with your companion.

Vocabulary

Nouns	
en bön	*a prayer*
en förlåtelse	*a forgiveness*
en kyrka	*a church*
måndag	*Monday*
tisdag	*Tuesday*
onsdag	*Wednesday*
torsdag	*Thursday*
fredag	*Friday*
lördag	*Saturday*
söndag	*Sunday*

Verbs	
att döpas	*to be baptized*
att få	*to get/receive*
att hålla	*to hold*
kan	*can*
att läsa	*to read*
måste	*must*
att veta	*to know (a fact)*

Verb	Subject	Verb + _____	
Vill	**du**	**döpas**	**nästa vecka?**
Want	*you*	*[to] be baptized*	*next week?*
		hålla bön	**innan vi kommer tillbaka?**
		[to] say a prayer	*before we come back?*
Kommer	**du**	**läsa Mormons bok**	**på söndag?**
Going	*you*	*[to] read the Book of Mormon*	*on Sunday?*
		komma till kyrkan	**varje dag?**
		come to church	*every day?*

Verb	Subject	
Läste		**Mormons bok?**
Read		*the Book of Mormon?*
Bad	**du**	**om dop?**
Prayed	*you*	*about baptism?*
Gick		**till kyrkan?**
Went		*to church?*

Q. Word	Verb	Subject
	kände	
	felt	**du?**
Vad	**förstod**	*you?*
What	*understood*	
	lärde	**du dig?**
	learned	*you (yourself)?*

Helping Verb	Sub-ject	Verb	Prepo-sition	Day of the Week
Kan	**vi**	**komma tillbaka**	**på**	**måndag**
Can	*we*	*come back*	*on*	*Monday*
Vill	**du**	**döpas**		**tisdag**
Want	*you*	*[to] be baptized*		*Tuesday*

Jag	**vet att ...**
I	*know that ...*
Vi	**lovar dig att ...**
We	*promise you that ...*

	Subject	Verb (Conjugated)	Helping Verb	Subject	Verb (unconj)	
När	**du**	**döps**	**kan**	**du**	**känna**	**frid/förlåtelse**
When	*you*	*are baptized*	*can*	*you*	*feel*	*peace/forgiveness*
Om	**ni**	**kommer till kyrkan**	**ska**	**ni**		**ett svar**
If	*you all*	*come to church*	*shall/will*	*you all*		*an answer*
Efter	**vi**	**håller en bön**	**måste**	**vi**	**be om**	**närmare Gud**
After	*we*	*say a prayer*	*must*	*we*	*pray for*	*nearer to God*
Innan	**man**	**läser Mormons Bok**		**man**		**sanningen om Mormons bok**
Before	*one*	*read the Book of Mormon*		*one*		*the truth about the Book of Mormon*
		håller ut			**lyssna**	**försiktig(t)**
		hold out (endure)			*listen*	*careful(ly)*
					vara	**tålmodig(t)**
					be	*patient(ly)*

Share a Scripture

Prework

Memorize the words to the right to help you get a head start on the language lesson.

Grammar Help

You may have started to notice that when there are two verbs in a row, the second one is not conjugated. For example, Vi vill läsa. This is the rule whenever you have two verbs next to each other, even if there is an “att” in between. Look out for it in this next exercise.

Optional Activities

Pick an objective for your next lesson (for example: “We want our investigator to feel that God loves him or her and that he or she can approach Him through prayer and the scriptures”), then use the sentences in the task to be able to accomplish your goal.

Vocabulary

Nouns	
ett svar	*an answer*
en känsla	*a feeling*
ett kapitel	*a chapter*
en lära	*a doctrine*
en vägledning	*a guidance*
en vers	*a verse*

Verbs	
att berätta	*to tell*
att förklara	*to explain*
att lova	*to promise*
att slå upp	*to open to*
att stå	*to stand*

Subject	Helping Verb	Verb	Object	Prep	Noun
Vi *We*	**vill** *want*	**läsa** *to read*	**en vers** *a verse* **ett stycke** *a passage*	**om** *about*	**tro** *faith* **kärlek** *love*

Question Phrase		(Article) + Adjective + Noun
Enligt dig, *According to you* **Med dina ord,** *With your words*	**vad betyder** *what means*	**ett uppriktigt hjärta** *a sincere heart* **ärligt uppsåt** *real intent*

Command	Book of Scripture	Chapter	#	Verse	#	Preposition	#
Slå upp *Open to* **Kan du läsa** *Can you read*	**Moronis bok** *the Book of Moroni* **Jakobsbrev** *the Epistle of James*	**kapitel** *chapter*	**tio** *ten* **ett** *one*	**vers** *verse*	**tre** *three* **fem** *five*	**till och med** *to (and with)*	**fem** *five* **sex** *six*

Q Word	Verb	Sub	Object
Hur *How*	**får** *receives* **hittar** *finds*	**man** *one*	**ett svar** *an answer* **vägledning** *guidance*

Subject	Verb	Verb + Prep	Direct Object		Verb +
Vi *We* **Man** *One*	**kan** *can* **måste** *must*	**följa** *follow* **få** *receive* **känna igen** *recognize* **be om** *pray for*	**ett svar** *an answer* **Kristi undervisning** *Christ's teaching* **vägledning** *guidance* **den Helige Anden** *the Holy Ghost*	**genom att** *by* **för att** *in order to*	**be** *pray* **lyssna på våra känslor** *listen to our feelings* **läsa Mormons bok** *read the Book of Mormon* **få ett svar** *receive an answer*

Question Word	Verb	Subject
Hur *How* **Varför** *Why*	**kan** *can* **borde** *should* **måste** *must*	**vi** *we* **man** *one*

Q Word	Verb	Poss. Pronoun	Subject
Vad *What*	**är** *are*	**dina** *your*	**frågor?** *questions?* **tankar?** *thoughts?* **tvivlar?** *doubts?*

Q Word	Verb	Subject	Verb	
Vad *What*	**vill** *want*	**du** *you*	**få veta** *to find out* **lära dig** *to learn* **fråga** *to ask*	**mer om?** *more about?* **exakt?** *exactly?* **annars?** *otherwise?*

Prework

Memorize the words to the right to help you get a head start on the language lesson.

Grammar Help

Adjectives seem like they can be a bit tricky in Swedish, but generally speaking they are really a breeze! We already know that all nouns fall into two categories, either “ett” or “en.” Since adjectives describe nouns, we just modify it to fit the noun it is describing. For example:

Adjective	Noun	Adjective + Noun
viktig	en kyrka	en viktig kyrka
important	*a church*	*an important church*
	ett jobb	ett viktig**t** jobb
	a job	*an important job*

So, if it is an “ett” noun, then the adjective gets a t at the end, and that is true 90% of the time. If it is an “en” noun, it doesn’t change at all.

Vocabulary

Verbs		Nouns	
att veta	*to know*	**en förlåtelse**	*a forgiveness*
vet	*know*	**en konsekvens**	*a consequence*
visste	*knew*	**en tro**	*a faith*
h. vetat	*have/has/had known*	**en sanning**	*a truth*
		ett ord	*a word*
att få	*to receive*		
får	*receive*	Adjectives	
fick	*received*	**sann**	*true*
h. fått	*have/has/had received*	**barmhärtig**	*merciful*
		stark	*strong*

Subject	Past Verb	Inf. Verb	Prep	Noun Phrase		Phrase	Conj	Verb	Subject	Verb+Noun
Joseph Smith *Joseph Smith* **Han** *He* **Jag** *I*	**ville** *wanted* **önskade** *desired* **sökte** *sought (f)*	**veta** *to know* **förstå** *to understand* **få veta** *to find out*	**om** *if*	**den sanna kyrkan** *the true church* **en barmhärtig Gud** *a merciful God* **syndernas förlåtelse** *forgiveness of sins*		**fanns,** *existed,*	**därför** *therefore*	**började** *began*	**han** *he* **jag** *I*	**att besöka kyrkorna** *to visit the churches.* **att lyda Guds ord** *to obey the word of God.* **att be till Gud** *to pray to God.* **att studera bibeln** *to study the Bible.* **att söka sanningen** *to search the truth.* **att utöva tro på Kristus** *to exercise faith in Christ.*
				kyrkan *the church* **Guds plan** *God's plan*	**var** *was*	**sann** *true* **rätt** *right*				

Subject	Verb	Object	Transitional Phrase	Verb	Subject	Conj	God	Phrase
Joseph Smith *Joseph Smith* **Han** *He*	**såg** *saw* **hörde** *heard*	**Gud och Jesus Kristus.** *God and Jesus Christ.* **Guds röst.** *God's voice.*	**Som konsekvens,** *As a consequence,* **Tack vare detta,** *Thanks to this,*	**lärde** *learned* **visste** *knew*	**han sig** *he (self)* **jag mig** *I (myself)*	**att** *that*	**Gud** *God*	**och Kristus är separata varelser** *and Christ are separate beings* **har en fysisk kropp** *has a physical body*
Jag *I* **Vi** *We*	**fick** *received* **kände** *felt*	**ett svar.** *an answer.* **en stark känsla.** *a strong feeling.*		**vet** *know* **förstår** *understand*	**jag** *I* **vi** *we*	**att** *that*		**svarar böner** *answers prayers* **bryr sig om sina barn** *cares about his children*

Transition	Verb	Subject	Negation	Conj	Subject	Verb	Object
Innan dess *Before that,* **Efter det** *After that,* **Då** *Then,* **På så sätt** *In this way*	**trodde** *believed* **förstod** *understood* **visste** *knew*	**Joseph** *Joseph* **han** *he* **jag** *I*	**(inte)** *(not)*	**att** *that*	**Gud** *God* **Jesus Kristus** *Jesus Christ* **de** *they*	**hör** *hear(s)* **vägleder** *guide(s)* **välsignar** *bless(es)* **helar** *heal(s)*	**sina barn** *his children* **mig** *me* **oss** *us* **alla** *everyone*

Q Word	Verb	Sub	Object	
Hur *How* **När** *When*	**ser** *see* **erfarar** *experience*	**du** *you* **vi** *we*	**Guds hjälp** *God's help* **vägledning** *guidance*	**i vardagen?** *in daily life?* **på jobbet?** *on the job?*
	hjälper *help(s)*		**sanningen** *the truth*	**med familjen?** *with the family?*

Subject Pronouns vs. Object Pronouns

*Subject Pronouns	Verb	*Object Pronuns
Han	**älskar**	**dig**
He	*loves*	*you*

Ja, *Yes,*
Nej, *No,*

Jag	**Du/Ni**	**har sänt**		**mig**	**dig/er**	**hit till jorden**
I	*You/You all*	*have/has sent*		*me*	*you/you all*	*here to the earth*
Han	**Hon**	**kan ge**	**(inte)**	**honom**	**henne**	**frid**
He	*She*	*can give*	*not*	*him*	*her*	*peace*
Vi	**De**	**känner**		**oss**	**dem**	**vägledning**
We	*They*	*know(s)*		*us*	*them*	*guidance/direction*
Den/Det	**Man**	**vill hjälpa**		**den/det**	**en**	**tröst**
That/It	*One*	*want(s) to help*		*that/it*	*one*	*comfort*
		älskar				**förlåtelse**
Gud		*love(s)*		**Gud**		*forgiveness*
God		**ger**		*God*		**personligen**
Jesus Kristus		*give(s)*		**våra undersökare**		*personally*
Jesus Christ		**tröstar**		*our investigators*		
Den Helige Anden		*comfort(s)*		**alla**		
The Holy Ghost				*everyone*		

?

Har Han sänt oss hit till jorden?
Has He sent us here to the earth?
Ja, Han har sänt oss hit till jorden
Yes, He has sent us here to the earth.

Tröstar det dig?
Does that comfort you?
Ja, det tröstar mig.
Yes, that comforts me
Nej, det tröstar inte mig.
No, that comforts not me.

**The subject is the one performing the action and the object is the one receiving the action.*
When negating a sentence, make sure that 'inte' is the third part of speech in the sentence.

Function: Asking about and describing objects, people, and their characteristics
Context: God is our loving Heavenly Father

Scenario

You and your companion are preparing to teach Johanna who said that she doesn't believe in God because she can't see any reason to believe that He cares about people with all the horrible things that go on in the world.

1. Practice: Teach her how God feels about His children and how He shows his love for them. Using personal experience you have had and the vocabulary to the left, bear your testimony of God's love for you.

2. Re-practice: Switch

Additional Scenario(s)

Someone you meet on the street says, "If there is a God, he sure doesn't care about me." Teach this person about the nature of God.

Possessive Pronouns Part I

Jesus Kristus	**är**		**min**	**frälsare.**
Jesus Christ	*is*		*my*	*Savior.*

Ja, *Yes,*
Nej, *No,*

Jag	**Vi**
I	*We*
Du	**Ni**
You	*You all*
Han/Hon	**De**
He/She	*They*
Den/Det	**Man**
That/It	*One*

är *is/am/are* **(inte)** *(not)*

min [en]		**vår [en]**	
mitt [ett]	*my*	**vårt [ett]**	*our*
mina [pl]		**våra [pl]**	
din [en]		**er [en]**	
ditt [ett]	*your*	**ert [ett]**	*your(pl)*
dina [pl]		**era [pl]**	
hans	*his*	**deras**	*their*
hennes	*hers*		
dess	*it's*	**ens**	*one's*

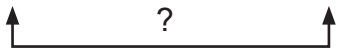
frälsare
Savior
Himmelske Fader **[en]**
Heavenly Father
son/dotter
son/daugther

exempel
example
barn **[ett]**
child
ljus
light

föredömen
role models
vänner **[pl]**
friends
barn
children

Jesus Kristus
Jesus Christ
Gud
God
Den Helige Anden
The Holy Ghost

Jesu Kristi
Jesus Christ's
Guds
God's



Är Jesus Kristus min frälsare?
Is Jesus Christ my Savior?
Ja, Jesus Kristus är din frälsare.
Yes, Jesus Christ is your Savior.

Är Jesus Kristus din Himmelske Fader?
Is Jesus Christ my Heavenly Father?
Nej, Jesus Kristus är inte min Himmelske Fader.
No, Jesus Christ is not your Heavenly Father.

When negating a sentence, make sure that 'inte' is the third part of speech in the sentence.

Function: Asking about and expressing possession and ownership
Context: Bearing testimony about the Godhead

Scenario

Practice: Write a personal testimony of the Godhead in your study journal and share it with your companion. Use your dictionary and teacher as resources to learn how to say even more than what you've learned. Take turns bearing testimony about the things that are important to you.

Additional Scenario(s)

You are riding on a bus in Borås when a man, who says he is catholic, asks you about your views on God and Jesus Christ being one person. Using the vocabulary you know, teach him simply and testify about the Godhead.

Possessive Pronouns Part II (Sin, Sitt, Sina)

Han	**älskar**		**sin**	**familj.**	
He	*loves*		*his*	*family.*	

Ja,
Yes,
Nej,
No,

Han	**älskar**	**(inte)**	**sin**	**familj**	
He	*loves*	*not*	*his own/her own/*	*family*	
Hon	**undervisar**		*their own*	**man**	
She	*teaches*			*husband*	**[en]**
Nils	**tar hand om**			**fru**	
Nils	*takes care of*			*wife*	
Birgitta	**beskyddar**			**moster**	
Birgitta	*protects*			*aunt (mom's sister)*	
De	**lyssnar till**		**sitt**	**barn**	
They	*listens to*		*his own/her own/*	*child*	
Gud	**pratar med**		*their own*	**hus**	
God	*talks with*			*house*	**[ett]**
	förstår			**hem**	
	understands			*home*	
	?		**sina**	**barn**	
			his own/her own/	*children*	
			their own	**syskon**	
				siblings	**[pl]**
				bröder	
				brothers	
				systrar	
				sisters	

Älskar Nils sina syskon?
Does Nils love his siblings?
Ja, Nils älskar sina syskon.
Yes, Nils loves his siblings.

Älskar hon sitt hus?
Does she love her house?
Nej, hon älskar inte sitt hus.
No, she doesn't love her house.

When negating a sentence, make sure that 'inte' is the third part of speech in the sentence.

Function: Asking about and expressing possession and ownership
Context: Talking about Family

Scenario

1. Practice: On a piece of paper, using sin, sitt or sina along with the other possessive pronouns you have learned (hans, hennes, deras etc…) translate the following sentences.

-They want to bring their kids.
-She loves his brother.
-He loves his sister.
-He loves his parents.
-She doesn't like his parents.
-Mats takes care of his (Jesper's) bike.
-Birgitta provides for her kids.
-He provides for her siblings.
-He doesn't provide for his siblings.
-They provide for their children.
-He is His son.
-He talks to her sister.
-He protects his sister.
-She loves her siblings.
-They love their family.
-Ruth is talking to her kids.
-They are her siblings.
-He is her brother.
-He loves his wife.
-God sent His son.
-Birgitta also provides for her (Ruth's) kids.
-They understand their (the Jensen's) family.

2. Re-practice: After writing down the translations, read outloud and review your translations with your companions. Focus on listening for the difference between sin, sitt, and sina. Find 3 occasions when this principle will be helpful while teaching and write those sentences in Swedish together.

Additional Scenario(s)

As you are teaching the Olsson Family, they want to know about the church's view on families and the role of the husband and wife. Teach them about the role of parents in the church.

Prework for Next Lesson

See next page

Prework

Review the portion about conjugation in the English Grammar Terms section in the Introduction of this book. Then, use pages 25, 28, and 37-46 in Swedish for Missionaries, as well as p. 68 in Swedish Essentials of Grammar to understand the differences between the infinitive, present, past, and supine tenses of verbs. Explain to your companion simply the differences between the infinitive, present, past, and supine tenses.

Read through the conceptual practice on the next page (Taking out the "-ing") and talk about it with your companion. Together, read through the sentences and write in the new sentence with Swedish Grammar. Today during lunch, try speaking to your companion in English using this Swedish grammar principle.

Conceptual Practice: Taking out the "-ing"

In English, there are lots of "ing"s: *She is runn<u>ing</u>*. However, in Swedish, we take out the "ing" along with the verb "to be" (is, am, are, was, were, etc...). So, instead of saying, "*She is running*," you say "**She runs**."

Also, be sure that it is in the right tense (present/past). In English, present tense of the verb "to be" uses *is/am/are*, depending on the subject pronoun of the sentence (he is, we are, I am, etc...). Past tense uses was/were (I was, they were). *Make sure to keep the right tense of the verb when speaking in Swedish.*

As an example: "*I ~~was~~ walk~~ing~~*" = "**I walked**" (past tense), "*I ~~am~~ walk~~ing~~*" - "**I walk**" (present tense). Practice taking out the "ings" in the following examples by rewriting them in English with Swedish grammar:

I am looking for you.
We are teaching him tomorrow.
They were walking to church.
John was reading his scriptures.
We are going to the fireside.
I'm coming to the devotional, too.
You are running too fast.
She is teaching the gospel.
We are writing letters to our families.
They were singing way too loud.
He was riding his bike.
We are going to teach him now.

She was laughing so hard!
Johan was praying perfectly.
Eric is skiing right now.
It is raining really hard.
He was kicking the ball.
They are reading the scriptures.
He is coming to church.
I was eating ice cream.
They are frowning at you.
We are smiling at you.
They are trying to help you.
We were studying that yesterday.

See SFM p.11-12 for more examples

Verb Conjugation (Group 1)

	Vi *We*			**undervis** **+ ade** *taught*		**honom** *him*	**om** *about*	**Jesus Kristus** *Jesus Christ*
Ja, *Yes,* **Nej,** *No,*	**Vi** *We* **Gud** *God* **Profeter** *Prophets* **Missionärer** *Missionaries*	**(ska)*** *(shall)* **(bör)** *(should)*		**undervis** **+ a** *teach* **undervis** **+ ar** *teach(es)* **undervis** **+ ade** *taught* **har** **undervis** **+ at** *has/have* *taught*	Infinitive Present Past Supine	**honom** *him* **profeter** *prophets* **folket** *the people* **evangeliet** *the gospel*	**om** *about*	**Jesus Kristus** *Jesus Christ* **buden** *the commandments* **försoningen** *the atonement*
	Gud *God*	**ska*** *shall/should*		**kall** **+ a** *call*		**profeter** *prophets*		
	Gud *God* **Himmelske Fader** *Heavenly Father* **Herren** *The Lord* **Jesus Kristus** *Jesus Christ*	**(ska)*** *(shall)* **(bör)** *(should)*		**kall** **+ a** *call* **kall** **+ ar** *call(s)* **kall** **+ ade** *called* **har** **kall** **+ at** *has/have* *called*	Infinitive Present Past Supine	**profeter** *prophets* **missionärer** *missionaries* **apostlar** *apostles*	**i gamla tider** *in ancient times* **när tiden är rätt** *when the time is right* **nu för tiden** *nowadays*	

Undervisar Gud profeter om buden?
Teaches God prophets about the commandments
Ja, Gud undervisar profeter om buden.
Yes, God teaches prophets about the commandments
Ja, det gör han.**
Yes, that does he.

Har Gud kallat apostlar nu för tiden?
Has God called apostles nowadays?
Ja, Gud har kallat apostlar nu för tiden.
Yes, God has called apostles nowadays.
Ja, det har han.**
Yes, that has he.

** "Ska" can be replaced with any helping verb. When using a helping verb, always use the infinitive version of the verb.* *See more on page 32*
***This is another way to answer questions. Refer to p. 29-30 in the Essentials of Grammar book or p. 97-99 in Swedish for Missionaries.*

Function: Asking about and describing actions and events
Context: Teaching about the pattern of Apostasy

Scenario

You and your companion are preparing to teach Lovisa about prophets. You have taught her about who God and Jesus Christ are, but she doesn't quite understand the idea of a prophet. Using the vocabulary you know and the pattern to the left, help Lovisa understand the role and history of a prophet.

1. Practice: With your companion, practice teaching Lovisa.

2. Re-practice: Switch

Additional Scenario(s)

You are following up with Robin's commitment to read the Book of Mormon. He says he has read, but still doesn't understand why there is so much emphasis on Joseph Smith. Help him understand the importance of having a prophet and how that affects his life.

Additional Group 1 Verbs

att älska	**att predika (till)**	**att lova**	**att skicka**
to love	*to preach (to)*	*to promise*	*to send*

additonal verbs can be found in the appendix of Swedish for Missionaries

Verb Conjugation (Group 2a & 2b)

Vi *We*			**följ + er** *follow*	**visdomsordet** *the Word of Wisdom*	**för att** *in order to*	**ha Hans Ande hos oss** *have His Spirit with us*

Vi *We*	**(ska)*** *(shall)*		**följ + a** *follow* (Infinitive)	**visdomsordet** *the Word of Wisdom*		**ha Hans Ande hos mig/dig/oss** *have His Spirit with me/you/us*
Jag *I*	**(bör)** *(should)*		**följ + er** *follow* (Present)	**Guds bud** *God's commandments*	**för att** *in order to*	**hålla mig/dig/oss ren(a)** *keep me/you/us clean*
Du *You*			**följ + de** *followed* (Past)	**kyskhetslagen** *the Law of Chastity*	**hela mitt liv** *my whole life*	
		har *has/have*	**följ + t** *followed* (Supine)	**Jesus Kristus** *Jesus Christ*	**hela tiden** *all the time*	

Himmelske Fader *Heavenly Father*	**ska*** *shall/should*	**hjälp + a** *help*	**dig** *you*	**hålla buden** *keep the commandments*	

Himmelske Fader *Heavenly Father*	**(ska)*** *(shall)*	**hjälp + a** *help* (Infinitive)	**dig** *you*	**hålla buden** *keep the commandments*	
Den Helige Anden *The Holy Ghost*	**(bör)** *(should)*	**hjälp + er** *help(s)* (Present)	**mig** *me*	**hålla kyskhetslagen** *keep the Law of Chastity*	
Detta bud *This commandment*		**hjälp + te** *helped* (Past)	**din familj** *your family*	**förstå försoningen** *understand the atonement*	
	har *has/have*	**hjälp + t** *helped* (Supine)	**min familj** *my family*	**växa tillsammans** *grow together*	

Följer du Guds bud hela tiden?
Follow you God's commandments all the time?
Ja, jag följer Guds bud hela tiden.
Yes, I follow God's commandments all the time.
Nej, jag följer inte Guds bud hela tiden.
No, I follow not God's commandments all the time.

Har Himmelske Fader hjälpt dig förstå försoningen?
Has Heavenly Father helped you understand the atonement?
Ja, Himmelske Fader har hjälpt mig förstå försoningen
Yes, Heavenly Father has helped me understand the atonement.
Nej, Himmelske Fader har inte hjälpt mig förstå försoningen.
No, Heavenly Father has not helped me understand the atonement.

** "Ska" can be replaced with any helping verb. When using a helping verb, always use the infinitive version of the verb.* *See more on page 32*

Function: Asking about and describing actions and events
Context: Teaching about Commandments

Scenario

You are teaching your investigator, Johan, about the commandments God has asked us to live as members of the church. Johan is having a hard time understanding the "why" behind living the commandments.

1. Practice: Discuss with Johan the importance of keeping the commandments and the blessings that come as a result of righteous living. Bear testimony from personal experience that God will help him keep the commandments.

2. Re-practice: Switch roles, and rotate partners.

Additional Scenario(s)

Your investigator Anders is struggling with the law of chastity. Teach him again about the blessings of keeping that sacred law and bear testimony while promising blessing of what he will gain as he strives to keep it.

Additional Group 2 Verbs

2a		2b	
att lära (dig)	**att leda**	**att stärka**	**att besöka**
to teach (you)	*to lead*	*to strengthen*	*to visit*

additonal verbs can be found in the appendix of Swedish for Missionaries

Helping Verbs*

	Vi *We*	**vill** *want to*	~~**att**~~ ~~*to*~~		**hjälpa** *help*	**dig.** *you.*
Ja, *Yes,* **Nej,** *No,*	**Undersökare** *Investigators* **Du** *You* **Vi** *We* **Den Helige Anden** *The Holy Ghost* **Gud** *God* **Han** *He* **Hon** *She* **De** *They*	**bör/borde** *should* **måste** *must/have to* **kan** *can/able to* **ska** *shall/is going to* **kommer att** *will/ is going to* **vill** *want(s) to* **skulle** *would* ***behöver** *need(s)* ***försöker** *try(ies)*	~~**att**~~ ~~*to*~~	**(inte)** *(not)*	**läsa** *read* **be (om)** *pray (about)* **studera** *study* **bekräfta** *confirm* **hjälpa** *help* **välsigna** *bless* **ge** *give* **känna** *feel* **besvara** *answer*	**Mormons bok** *the Book of Mormon* **Joseph Smith** *Joseph Smith* **ikväll** *tonight* **sanningen** *the truth* **dig** *you* **er** *you all* **varje dag** *every day* **frid** *peace* **svar** *answers*

Kommer du att läsa Mormons bok?
Will you read the Book of Mormon?
Ja, jag kommer att läsa Mormons bok.
Yes, I will read the Book of Mormon!
Nej, jag kommer inte att läsa Mormons bok.
No, I will not read the Book of Mormon.

Ska han besvara dig?
Shall he answer you?
Ja, han ska besvara mig
Yes, he shall answer me.
Ja, det ska han.
Yes, that shall he.

**Not all verbs listed here are necessarily helping verbs, but all of these act as helping verbs.* Additonal helping verbs can be found in the appendix of Swedish for Missionaries.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Extending commitment invitations

Scenario

Anders is a non-denominational Christian who has been searching for the truth for a long time. You have just finished teaching him the first lesson up through the Book of Mormon. He then says, ”This is all really interesting, but how can I know that this is true?”

1. Practice: Invite Christian to read and pray so that he can know for himself that the message is true and to explain to him what he can expect if he does.

2. Re-practice: Switch

Additional Scenario(s)

You are teaching Carina who has a baptismal date set up for 2 weeks from now. She is hesitant because she doesn’t feel like she has received a strong testimony that Joseph Smith is a prophet. You find out, however, that she hasn’t been reading the Book of Mormon very consistently. Help her understand how the Book of Mormon is the key to finding out that Joseph Smith is a prophet and recommit her to reading and praying about the Book of Mormon.

Verb Conjugation (Group 3)

Jag			**tro + r**	**på**	**Jesus Kristus**
I			*believes*	*in*	*Jesus Christ*

Jag	**Vi**	**(ska)***		**tro + _**
I	*We*	*(shall)*		*believe*
Du	**Ni**	**vill**		**tro + r**
You	*You all*	*want(s) to*		*believe(s)*
Han/Hon	**De**			**tro + dde**
He/She	*They*			*believed*
Den/Det	**Man**		**har**	**tro + tt**
That/It	*One*		*has/have*	*believed*

Infinitive | Present | Past | Supine

	Joseph Smiths berättelse
på	*Joseph Smith's story*
in	**Jesus Kristus**
	Jesus Christ
	ska/skulle komma
att han	*will/would come*
that he	**är vår frälsare**
	is our savior

Den Helige Anden			**bo + r**	**inom**	**värdiga varelser**
The Holy Ghost			*lives*	*inside*	*worthy beings*

Jag	**Vi**	**(ska)***		**bo + _**
I	*We*	*(shall)*		*live*
Du	**Ni**	**vill**		**bo + r**
You	*You all*	*want(s) to*		*live(s)*
Han/Hon	**De**			**bo + dde**
He/She	*They*			*lived*
Den Helige Anden			**har**	**bo + tt**
The Holy Ghost			*has/have*	*lived*

Infinitive | Present | Past | Supine

	Himmelske Fader
hos	*Heavenly Father*
with	**Familjen Strandberg**
	the Strandberg family
	oss
inom	*us*
inside	**värdiga varelser**
	worthy beings

Tror du att han är vår frälsare?
Do you believe that he is our Savior?
Ja, jag tror att han är vår frälsare.
Yes, I believe that he is our Savior.
Nej, jag tror inte att han är vår frälsare.
No, I believe not that he is our Savior.

Bodde vi hos Himmelske Fader?
Lived we with Heavenly Father?
Ja, vi bodde hos Himmelske Fader.
Yes, we lived with Heavenly Father.
Ja, det gjorde vi.
Yes, that did we.

** "Ska" can be replaced with any helping verb. When using a helping verb, always use the infinitive version of the verb.* *See more on page 32*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Reviewing the Baptismal Questions

Scenario

Your investigator Lovisa is progressing and you want to make sure she is understanding what you are teaching. You decide to use the baptismal interview questions to guage her conversion. Help her understand her own faith by asking open-ended questions about her faith.

1. Practice: Using the vocabulary you know and the grammar you have learned today, ask Lovisa about her faith in Jesus Christ and Joseph Smith's prophetic role. Bear testimony about the role of Jesus Christ and the Holy Ghost.

2. Re-practice: Switch roles, and rotate partners.

Additional Scenario(s)

Your investigator Jens has moved out of his sambo relationship with his girlfriend and is now living with a family in the ward. Explain to your mission leader his living situation and why you feel like he has decided to move.

Prework for Next Lesson

See next page

Prework

To understand the next grammar principle, it is key that you understand the role of clauses in a sentence. Read through the conceptual practice on the next page, as well as Swedish for Missionaries on pages 23-24, 113-114, and the Swedish Essentials of Grammar pages 23, 40, and 47-48 to understand their role.

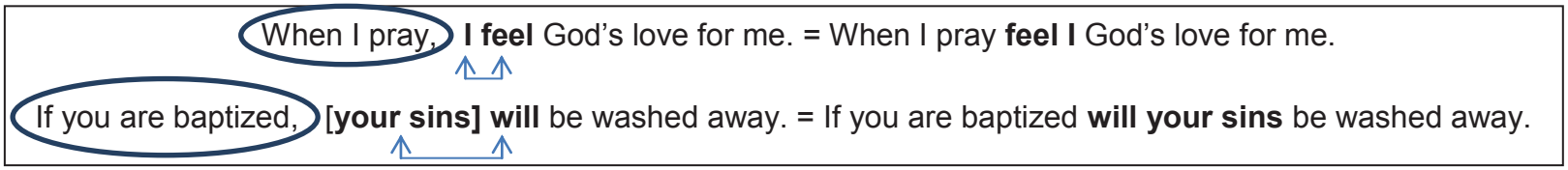
Write a basic explanation for the following:

Dependent Clause: _____

Independent Clause: _____

Now, work with your companion to complete the activity on the next page.

In Swedish, there is a grammar principle referred to as "inversion" or "fronting". This happens when you have a dependent clause followed by an independent clause. A dependent clause is a short sentence, or word, that cannot be a complete sentence on its own. For example, "*If you read the Book of Mormon",* is a dependent clause because you need to add another clause to either the end or beginning: "*If you read the Book of Mormon, you will know it is true."* In English, the two clauses are separated by a comma. In Swedish, according to the inversion rule, the verb and the subject will switch places and the comma is omitted: "*If you read the Book of Mormon* ***will you*** *know it is true.*" There are two ways to think of it. First, if the sentence begins with an adverbial (om, i, medan, i går, etc…), you will "invert/front" the verb. Second, if you would use a comma in English, you will most likely use inversion. Try the following examples:


When I pray, **I feel** God's love for me. = When I pray **feel I** God's love for me.
If you are baptized, [**your sins] will** be washed away. = If you are baptized **will your sins** be washed away.

Through prayer, we can communicate with God.
If we follow the spirit, we can be lead to find answers to our prayers.
When you sin, you lose the spirit.
While he was driving, his phone rang.
Yesterday, we had an amazing lesson with our investigators.
First, you need to find out if he is a prophet.
Then, you can know that the church is true.
Tomorrow, we are going to have a baptismal service.

If you want to receive an answer, you must pray.
Through Joseph Smith, God restored the Gospel to the earth.
For your own benefit, you should stop smoking.
When he came to church, he met a lot of new people.
While she studied the scriptures, her questions were answered.
In three days, we are going home.
In the Book of Ether, it says the following:
Two years ago, I went on my mission.

NOTE: *To check your work, you can take the dependent clause at the beginning of the sentence and move it to the end of the sentence; the sentence should still have the same meaning. Example: "If you read the Book of Mormon, you will know it is true" = "You will know it [The Book of Mormon] is true, if you read it."*

Inversion

Ja,
Yes,
Nej,
No,

*(Dependent Clause)**			*(Independent Clause)**			
Innan	**vi**	**börjar**	**kan**	**vi**	**hålla**	**en bön**
Before	*we*	*begin*	*can*	*we*	*say*	*a prayer*
Innan	**vi**	**börjar**	**kan**	**vi**	**hålla**	**en bön**
Before	*we*	*begin*	*can*	*we*	*say*	*a prayer*
Efter	**jag**	**går**	**ska**	**du**	**få**	**ett svar**
After	*I*	*go*	*shall*	*you*	*receive*	*an answer*
När	**du**	**ber**	**måste**	**man**	**lyssna för**	**den Helige Anden**
When	*you*	*pray*	*must*	*one*	*listen for*	*the Holy Ghost*
Medan	**han**	**läser**	**skulle**	**jag**	**be om**	**vad vi har sagt**
While	*he*	*reads*	*would*	*I*	*pray about*	*what we have said*
Tack vare	**Jesu Kristi**	**försoning**	**bör**	**Martin**	**tänka på**	**vad som helst**
Thanks to	*Jesus Christ's*	*atonement*	*should*	*Martin*	*think about*	*whatever*
Därför att	**vår Fader**	**älskar oss**		**Eva**	**tro på**	**hans löften**
Because	*our Father*	*loves us*		*Eva*	*believe in*	*His promises*
	man			*Ni*	**förstå**	**buden**
	one			*You (plural)*	*understand*	*the commandments*
					känna	**Guds kärlek**
					feel	*God's love*

Medan han läser kan du tänka på vad vi har sagt?
While he reads can you think about what we have said?
Ja, medan han läser kan jag tänka på vad ni har sagt.
Yes, while he reads can I think about what you have said.
Nej, medan han läser kan jag inte tänka på vad ni har sagt.
No, while he reads can I not think about what you have said.

Tack vare Jesu Kristi försoning kan vi känna Guds kärlek?
Thanks to Jesus Christ's atonement can we feel God's love?
Ja, tack vare Jesu Kristi försoning kan vi känna Guds kärlek.
Yes, thanks to Jesus Christ's atonement can we feel God's love.
Ja, det kan vi.
Yes, that can I.

**In Swedish, if a dependent clause precedes an independent clause, the subject and first verb of the independent clause switch places (verb precedes subject). The dotted line separates the dependent clause from the independent clause in this board display.*

Function: Asking and answering questions of quality, quantity, number and sequence
Context: How to begin teaching

Scenario

You and your companion are teaching Torbjörn, a man from Utby. He is married to a member and has been taught for years, but still understands very little about God and religion. After teaching him about God, prophets, and committing him to read the introduction to the Book of Mormon, you ask him if he'd like to pray but he says he doesn't know how.

1. Practice: In pairs, one plays the role of Torbjörn while the other plays the role of the missionary. Teach him how to pray simply, making sure to use inversion of the first verb and subject when necessary.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

In your last lesson with Joel, you notice that, although sincere, he has been addressing Jesus in his prayers instead of Heavenly Father. Teach Joel how to pray correctly.

Prework for Next Lesson

Using TALL, flashcards, and your companion, memorize the words that you do not know on the board display. You may also memorize the following word for additional vocabulary pertaining to the context:

öl	**varm choklad**
beer	*hot chocolate*
vin	**svart te**
wine	*black tea*
sprit	**grönt te**
liquor	*green tea*
snus	**ört te**
chewing tobacco	*herbal tea*
cigaretter	**rött te**
cigarettes	*red tea*
frisk	**hälsosam**
healthy (body)	*healthy (food)*

Inte/Negation

	Vi			**dricker**	**inte**	**kaffe**		
	We			*drink*	*not*	*coffee*		
Ja,	**Jag**			**dricker**		**kaffe**		
Yes,	*I*			*drink(s)*		*coffee*		
Nej,	**Vi**			**röker**	**inte**	**te**		
No,	*We*			*smoke*	*not*	*tea*		
	Han			**gillar**		**alkohol**		
	He			*likes*		*alcohol*		
						blir du/vi fri(a)		
	När	**vi**		**dricker**	**alkohol,**	*you/we become free*		
	When	*we*		*drink*	*alcohol,*	**känner du/vi Anden mer**		
	Om	**du**	**inte**	**tar**	**droger,**	*you/we feel the Spirit more*		
	If	*you*	*not*	*take*	*drugs,*	**får du/vi välsignelser**		
	Eftersom	**jag**		**använder**	**dessa ämnen,**	*you/we receive blessings*		
	Because	*I*		*use*	*these substances,*	**är du/vi mer frisk(a)**		
						are you/we healthier		
	Om	**du**		**slutar**	**dricka**	**får du**		**döpas**
	If	*you*	**inte**	*stop*	*drinking*	*you may*		*be baptized*
	Eftersom	**vi**	*not*		**röka**	**ska du**	**inte**	**bli fri från suget**
	Because	*we*	**aldrig**		*smoking*	*you will (shall)*	*not*	*become free from the craving*
		ni	*never*		**snusa**	**kan du**		**få den Helige Andens gåva**
		you (all)			*using tobacco (snus)*	*you can*		*receive the gift of the Holy Ghost*

Om jag inte dricker alkohol, ska jag känna anden mer?
If I don't drink alcohol, will I feel the spirit more?
Ja. Om du inte dricker alkohol ska du känna anden mer.
Yes. If you don't drink alcohol, you will feel the spirit more.
Ja, det ska du.
Yes, you will.

Om jag inte slutar röka, får jag döpas?
If I don't quit smoking, may I be baptized?
Nej. Om du inte slutar röka får du inte döpas.
No. If you don't quit smoking, you may not be baptized.
Nej, det får du inte.
No, you may not

Function: Asking and answering questions of cause and effect
Context: Teaching the Word of Wisdom

Scenario

You are teaching an investigator, Emilia about the Word of Wisdom, and she has questions about what the Word of Wisdom says we can and cannot do.

1. Practice: You and your companion are teaching Emilia. They ask questions about the Word of Wisdom, what they should and shouldn't do. Answer their questions as clearly as possible, explaining why and promising blessings.

Additional Scenario(s)

You and your companion are walking down the street and a teenage boy stops you because he recognizes your nametags. He mentions he read about the Church in his high school religion class, and that he read that you don't drink beer or coffee, and wants to know if that is true and why, because it seemed odd to him. Explain to him what substances the Word of Wisdom teaches us to avoid, and explain the blessings or consequences of using or not using those substances.

Singular Nouns (Indefinite and Definite)

Himmelske Fader	**har kallat**	**en profet.**
Heavenly Father	*has called*	*a prophet.*

Ja, *Yes,*
Nej, *No,*

Himmelske Fader	**har kallat**	**en profet**
Heavenly Father	*has called*	*a prophet*
Joseph Smith	**läste**	**ett skriftställe**
Joseph Smith	*read (past)*	*a scripture*
Han	**hade**	**en fråga**
He	*had*	*a question*
Människorna	**fick**	**ett svar**
The people	*received*	*an answer*
Kyrkan	**gav**	**Himmelske Fader**
The church	*gave*	*Heavenly Father*
Jesus Kristus	**fick hjälp av**	**profeten**
Jesus Christ	*received help from*	*the prophet*
	såg	**skriftstället**
	saw	*the scripture*
	fick svar på	**frågan**
	received an answer to	*the question*
		svaret
		the answer
		Himmelske Fadern
		the Heavenly Father

Addtional Words:

en tanke	*- a thought*
ett hem/hus	*- a home/house*
en kille	*- a boy/guy*
en syn	*- a vision*
Bibeln	*- The Bible*
prästen	*- the priest*
skogen	*- the forest*

Har Himmelske Fader kallat en profet?
Has Heavenly Father called a prophet?
Ja, Himmelske Fader har kallat en profet.
Yes, Heavenly Father has called a prophet.
Nej, Himmelske Fader har inte kallat en profet.
No, Heavenly Father has not called a prophet.

Gav Jesus Kristus svaret?
Gave Jesus Christ the answer?
Ja, Jesus Kristus gav svaret. (Ja, det gjorde han.)
Yes, Jesus Christ gave the answer. (Yes, that did he.)
Nej, Jesus Kristus gav inte svaret. (Nej, det gjorde han inte.)
No, Jesus Chrsit gave not the answer. (No, that did he not.)

Function: Asking about and describing actions and events
Context: Teaching about the Restoration

Scenario

You and your companion have been invited to come to one of the local high school's religion classes. The teacher wants you to tell the class about how your church started.

1. Practice: With one other companionship, practice teaching the story of Joseph Smith. The other companionship will act as the class and ask questions about Joseph Smith.

2. Re-practice: Switch roles and rotate.

Additional Scenario(s)

A priest in the Lutheran church runs into you on the street and says that he has been getting questions from members of his congregation about the Mormons and wants you to tell him what is different about your church and how it came to be.

Prework for Next Lesson

When declining a noun, there are five different groups to be aware of. With your companion, go over the different noun groups as listed in the appendix of this book as well as in Swedish for Missionaries on pages 49-50, 59-63, 71-75, and 108-110. Discuss the differences between the different groups and why it is important to understand these differences.

Plural Nouns (Indefinite and Definite)

Det	**finns många**	**kyrkor.**
There	*are many*	*churches.*

Ja, *Yes,*
Nej, *No,*

Det	**finns många**	**kyrkor [1*]**
There	*are many*	*churches*
Himmelske Fader	**fanns många**	**sanningar [2*]**
Heavenly Father	*were many*	*truths*
Joseph Smith	**ger oss**	**profeter [3*]**
Joseph Smith	*give(s) us*	*prophets*
Han	**förkastade**	**vittnen [4*]**
He	*rejected*	*witnesses*
De	**besökte många av**	**svar [5*]**
They	*visited many of*	*answers*
Människorna	**vägledde**	**kyrkorna [1]**
The people	*guided*	*the churches*
	återställde	**sanningarna [2]**
	restored	*the truths*
	visade plåtarna för de tre	**profeterna [3]**
	showed the plates to the three	*the prophets*
		vittnena [4]
		the witnesses
		svaren [5]
		the answers

Additional Words:

en fråga [1]	*- a question*
en gåva [1]	*- a gift*
en tanke [2]	*- a thought*
en kille [2]	*- a boy/guy*
en präst [3]	*- a priest*
en uppenbarelse [3]	*- a revelation*
ett sinne [4]	*- a mind*
ett hjärta [4]	*- a heart*
ett hus [5]	*- a house*
ett vittnesbörd [5]	*- a testimony*

Fanns det många kyrkor?
Were there many churches?

Ja, det fanns många kyrkor.
Yes, there were many churches

Nej, det fanns inte många kyrkor.
No, there were not many churches .

Ja, det fanns det.
Yes, there were.

Nej, det fanns det inte.
No, there were not.

**The numbers show which plural ending to use (1-or, 2-ar, 3-er, 4-(e)n, or 5-nothing). The line separates the indefinite from the definite nouns.*

Function: Narrating experiences and telling stories
Context: The Restoration

Scenario

You just knocked on Sven's door who says that he has heard of the church before. However, he wants to know how it started. Teach him about the beginnings of the church.

1. Practice: In groups of two, one missionary acts as Sven, while the other acts as the missionary

2. Re-practice: Switch roles and rotate.

Additional Scenario(s)

You have been teaching Niklas who has a lot of questions. In an attempt to answer his questions, the message of the Restoration was not made very clear. Review with Niklas the basics of the Restoration of the Gospel.

Att vilja - to want (to)

Ja
Yes,
Nej
No,

Jag	**vill**			**hjälpa**	**dig**		
I	*want to*			*help*	*you*		
Jag	**vill**			**hjälpa**	**dig**		
I	*want(s) to*			*help*	*you*		
Vi	**ville**	**(inte)**		**komma till**	**Kristus**		
We	*wanted to*	*(not)*		*come to*	*Christ*		
Han	**har velat**			**försöka**	**leva efter buden**		
He	*have/has wanted to*			*try*	*follow (live after) the commandments*		
Hon							
She		**att**	**du**	**ska**	**komma till**	**kyrkan**	
De		*that*	*you*	*shall*	*come to*	*church*	
They	**vill**		**jag**		**hjälpa**	**dig**	
Gud	*want(s) to*		*I*		*help*	*you*	
God	**ville**	**(inte)** **att**	**du/ni**	**ska**	**komma till**	**Kristus**	
Man	*wanted to*	*(not)* *that*	*you/you all*	*shall*	*come to*	*Christ*	
One	**har velat**		**han/hon**		**försöka**	**leva efter buden**	
Cristin	*have/has wanted to*		*he/she*		*try*	*follow (live after) the commandments*	
Cristin			**vi**		**pröva**	**sluta röka/snusa**	
Mattias			*we*		*try*	*stop smoking/using snus*	
Mattias			**de**		**läsa**	**hela boken**	
			they		*will/would read*	*the whole book*	

Vill du komma till kyrkan?
Do you want to come to church?
Ja, det vill jag.
Yes, I want to.
Nej, det vill jag inte.
No, I don't want to.

Vill Gud att jag ska sluta röka?
Does God want me to stop smoking?
Ja, Gud vill att du ska sluta röka.
Yes, God wants you to stop smoking.
Nej, Gud vill inte att du ska sluta röka.
No, God doesn't want you to stop smoking.

Note that in the top portion, "vill" acts as a helping verb, however in the bottom, it acts as a normal verb.
When using "vill" to say you want something, you must use "vill ha" . For example, "Jag vill ha en bok" "I want (to have) a book"

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Talking with a struggling investigator

Scenario

You are teaching Simon who is really struggling with the Word of Wisdom. He has expressed his desire to stop smoking and drinking but is struggling to find the strength to do so. Help him understand that his desires are righteous. Also tell him what God and you want him to do in order to help him overcome this addiction.

1. Practice: One missionary acts as Simon while the other acts the missionary.

2. Re-practice: Switch roles.

Additional Scenario(s)

You are writing your weekly email to the mission president. You want to tell him about your week and how things are going with your investigators. Pull out a piece of paper and write him and tell him what you and your companion want to do this week as well as the desires of your investigators.

Prework for Next Lesson

See next page

Prework

Take some time to look over the three different ways to say “to know” in Swedish as seen on the next page. First, read the conceptual practice and work through it with your companion. If you have any questions then open up in Swedish for Missionaries to pages 64-67 to find more information about the differences. You can also refer to page 139 in Swedish Essentials of Grammar.

Conceptual Practice: To Know - (Veta, Känna, Kunna)

In Swedish, there are several ways to say ‘‘know’’. Use *veta* when referring to knowledge of facts or information. For example, “I know she is from Sweden” would use *veta*. Use *känna* when expressing familiarity with someone or something. For example, “I know her” would use *känna*. When saying that you know how to speak a language or are proficient at something such as the piano, use *kunna*. For example, “Do you know Swedish?” or “Do you know how to play the piano?” would both use *kunna*. Don’t forget to conjugate the verb, as all of the examples show the infinitive form of the verb. Write which word for “to know” you would use for each of the following sentences.

-I know you.
-He knew who you were.
-I know a little about your church.
-The mission president knows who will be transferred.
-I don’t know who they are.
-Do you know Christian?
-I don’t know who gave us this food.
-They know that we are missionaries.
-He doesn’t know enough yet.
-She knows what she wants to eat for dinner.
-Do you know anything about religion?
-He knows it’s true.
-The mission president knows you pretty well.
-The elder’s quorum president knows him.
-He knows how to play the piano.
-How did she know about that?
-He knows more about the church than any I’ve ever met.
-Do you know what you’re speaking on this sunday?
-Do you know what I’m going to do?
-Do you know them?
-I knew that would be the best way to find out if he knew him.
-That man knows science.
-She said she knows your sister.
-They’ve known each other for a very long time.
-I knew it!
-What do you know about the Mormons?
-Who knows?
-I have known him since I was young.
-They know the Relief Society President.
-Do you know Swedish?
-He knows a lot about the church.
-I would have never known.

To Know - (Veta, Känna, Kunna)

Ja
Yes,
Nej
No,

Jag *I*	**vet** *know*		**att** *that*	**Mormons bok är sann** *the Book of Mormon is true.*
Jag *I*	**vet** *know(s)*	**(inte)** *(not)*	**att** *that*	**Mormons bok är sann** *the Book of Mormon is true*
Vi *We*				**Jesus Kristus är frälsaren** *Jesus Christ is the Savior*
Hon *She*				**Joseph Smith var en (Guds) profet** *Joseph Smith was a prophet (of God)*
Han *He*				**Gud är sin Fader i himlen** *God is his/her Father in Heaven*
Gud *God*	**känner** *knows*	**(inte)** *(not)*		**dig personligen** *you personally*
Du *You*				**och älskar er** *and loves you all*
Ni *You all*				**alla sina barn** *all of his children*
De *They*	**kan** *know(s)*	**(inte)** *(not)*		**Mormons bok** *the Book of Mormon*
Rasmus *Rasmus*		**(inget om)** *(nothing about)*		**allt** *everything*
Jenny *Jenny*		**(lite om)** *(a little about)*		**kyrkan** *the church*

Vet du att Mormons bok är sann?
Know you that the Book of Mormon is true?
Ja, jag vet att Mormons bok är sann.
Yes, I know that the Book of Mormon is true.
Nej, jag vet inte att Mormons bok är sann.
No, I know not that the Book of Mormon is true.

Kan du lite om kyrkan?
Know you a little about the church?
Ja, jag kan lite om kyrkan.
Yes, I know a little about the church
Nej, jag kan inget om kyrkan.
No, I know nothing about the church.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Bearing Testimony

Scenario

You and your companion are out contacting and you start talking to Johan. He is seeking the truth and wants to know who God is and have an assurance that he is real. He is also a bit skeptical because of the number of Christian churches that exist.

1. Practice: In pairs, one missionary takes the role of Johan and the other takes the role of the missionary. Bear your testimony to Johan.

2. Re-practice: Switch roles.

Additional Scenario(s)

You are riding on a city bus in Karlstad. You start talking to the lady sitting next to you and she asks, “Why are you doing this at such a young age? What has motivated you to go around and tell people about Christ?” Bear your testimony to her about why you are doing so.

Expressing Time and att träffas/träffa

Vi	**ska**	**träffas**		**klockan**	**halv fyra.**
We	*are going to*	*meet*		*at*	*three thirty.*

Ja, *Yes,*
Nej, *No,*

Vi	**kan**	**träffas***		**klockan**	**halv fyra**
We	*can*	*meet*		*at*	*three thirty (half four) (3:30)*
Mötet		**börja**			**sju**
The meeting	**ska**	*start*			*seven (7:00)*
Undervisningen	*are going to/shall*	**vara där**			**kvart över tio**
The lesson		*be there*			*quarter past ten (10:15)*
Ni	**kommer att**				**kvart i tio**
You (plural)	*is/are going to/will*				*quarter to ten (9:45)*
Hon		**träffa**	**honom**		**tjugo i tre**
She	**vill**	*meet*	*him*		*twenty to three (2:40)*
Han	*want to*		**henne**		**tjugo över tre**
He			*her*		*three twenty (3:20)*
			dem		**fem i halv ett**
			them		*twelve twenty five (12:25)*
					fem över halv ett
					twelve thirty five (12:35)
Klockan		**är**			**fjorton och femtio****
The time		*is*			*two fifty (afternoon) (2:50)*

Kan vi träffas klockan halv fyra?
Can we meet at three thirty?
Ja, vi kan träffas klockan halv fyra.
Yes, we can meet at three thirty.
Nej, vi kan inte träffas klockan halv fyra.
No, we cannot meet at three thirty.

Hur mycket är klockan?
What time is it?
Klockan är halv sju.
It is six thirty.

**The verb "att träffas" loosely translated means "to meet together," therefore you do not need to add him or her afterwards. (i.e. ~~vi träffas honom)~~*
***Military time is used for more formal uses such as train/plane departure times or on websites, printed items, announcements etc...*

Function: Asking and answering questions of time, date, and location
Context: Setting up an appointment

Scenario

You and your companion are conducting nightly planning. You need to discuss and write down in your planners all your activities for the day, including lessons with investigators, studies, meals, etc.

1. Practice: With your companion, plan activities for the next day. Use your missionary planner to discuss the times that you need to complete certain activities and write them down at the correct time.

2. Re-practice: It's the next morning and you're on exchanges. Each missionary will be paired with another missionary (not his/her companion). Using your planner, explain what the schedule will be for the day.

Additional Scenario(s)

David, a potential investigator, came to Church with his friend Erik, the branch president's son. He was really excited to hear all the testimonies during testimony meeting and would like to meet. His week is pretty full, but he really wants to talk soon about some more questions he has. It would be best for him to meet 3 times this week, but only for about 20 minutes. Figure out what days and times work best for him and set up the meetings. Confirm the meeting times and write them down both for yourselves and for David.

Prepositions of Time (Om, I, För-sedan)

	Vi	**har undervisat**	**honom**	**i**	**tre**	**veckor.**	
	We	*have taught*	*him*	*for*	*three*	*weeks.*	
	Vi	**har undervisat**	**henne/honom**		**en/ett**	**månad(er)**	
	We	*have taught*	*her/him*		**två**	*month(s)*	
Hur länge?	**Han**	**har varit**	**medlem**	***i**	**tre**	**år**	
How long?	*He*	*has/have been*	*member*	*for*	**fyra**	*year(s)*	
	Hon	**har bott**	**här i Sverige**		**fem**	**veck<u>a</u>(or)**	
	She	*has/have lived*	*here in Sweden*		**sex**	*week(s)*	
	Robin	**kommer att**	**döpas**		**en**	**dag(ar)**	
	Robin	*are going to*	*be baptized*		**två**	*day(s)*	
När?	**Undersökaren**	**ska**	**vara här**	**om**	**tre**	**veck<u>a</u>(or)**	
When? (future)	*The investigator*	*shall/will*	*be here*	*in*	**fyra**	*week(s)*	
	Kerstin	**vill**	**träffas**		**fem**	**månad(er)**	
	Kerstin	*wants to*	*meet*		**sex**	*month(s)*	
	Deras son	**döptes**			**en**	**dag(ar)**	
	Their son	*was/were baptized*			**två**	*day(s)*	
När?	**Hans vän**	**kom till kyrkan**		**för**	**tre**	**veck<u>a</u>(or)**	**sedan [se'n]**
When? (past)	*His friend*	*came to church*		*for*	**fyra**	*week(s)*	*ago*
	Min familj	**blev medlem**			**fem**	**månad(er)**	
	My family	*became [a] member*			**sex**	*month(s)*	

Hur länge har de bott här i Sverige?
How long have they lived here in Sweden?
De har bott här i tre år.
They have lived here for three years

När ska han döpas?
When will he be baptized?
Han ska döpas om två veckor.
He will be baptized in two weeks.

När blev hon medlem?
When did she become [a] member?
Hon blev medlem för fem månader sedan.
She became [a] member five months ago.

**When negating a sentence that normally would use "i," use the pronoun "på." For example, "Han har inte bott i Sverige på fem år."*
"På" can also be used for explaining the time it takes to complete an action, as in "Han läste hela boken på två veckor."

Function: Asking and answering questions of time, date, and location
Context: Talking with others about investigators

Scenario

You and your companion have been having a lot of success in your area. You were just informed that there is a new ward mission leader and he would like to know about each of your investigators and the progress they have been making. Be sure not to forget the ones who were just baptized as well!

1. Practice: With someone other than your companion, one of you will act as the missionary and the other as the ward mission leader. Use the area book in your classroom as a guide for names of investigators, and inform the mission leader about those you have been teaching. Be sure to tell him how long you have been teaching the investigator, how long he has lived in Sweden (if relevant), when he will be baptized, when you will meet him again, and the last time he came to church.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You are teaching your investigator, Fredrik, and he is curious about what you do as missionaries and how many other people you are teaching. He is interested in knowing about the others that you are teaching. Tell him about your investigators so that when he meets them at church, he will be able to make new friends.

Demonstrative Pronouns

	Jag	**vet**	**att**	**den här**	**kyrkan**	**är sann.**	
	I	*know*	*that*	*this*	*church*	*is true.*	
Ja,	**Jag**	**vet**	**att**		**kyrka<u>n</u> [en*]**	**är sann/sant**	
Yes,	*I*	*know*	*that*	*This* **den här [en*]**	*church*	*is/are true*	
Nej,	**Du**	**tror**		**det här [ett*]**	**bud<u>et</u> [ett*]**	**gör mig/oss lycklig(a)**	
No,	*You (sing.)*	*believe*			*commandment*	*make(s) me/us happy*	
	Hon	**känner**			**princip<u>en</u> [en]**	**kommer ifrån Gud**	
	She	*feel*			*principle*	*comes from God*	*(definite sing.)*
	Ni			**den där [en]**	**bok<u>en</u> [en]**	**hjälper oss**	
	You (plural)			*That* **det där [ett]**	*book*	*help[s] us*	
	De				**budskap<u>et</u> [ett]**	**stärker oss**	
	They			**den [en] / det [ett]**	*message*	*strengthen us*	
				de här [pl]	**princip<u>erna</u> [pl]**	**hjälper oss**	
				these	*principles*	*help[s] us*	
				de där [pl]	**bud<u>en</u> [pl]**	**gör mig/oss lycklig(a)**	
				those	*commandments*	*make[s] me/us happy*	*(definite pl.)*
					böckerna	**kommer ifrån Gud**	
				de [pl]	*books*	*comes from God*	
				those	**budskapen**	**är sanna**	
					messages	*are true*	

Vet du att den här kyrkan är sann?
Do you know that this church is true?
Ja, jag vet att den här kyrkan är sann.
Yes, I know that this church is true.
Nej, jag vet inte om den här kyrkan är sann.
No, I don't know if this church is true.

**the bracketed [ett], [en], and [pl] help you to identify the form of the noun. Match "en" with "en," "ett" with "ett," and so on.*
"ett," rather than "en," is the general form of Swedish. If no noun follows the pronoun, always use the "ett" form of the word. (i.e. Det är bra)

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Bearing testimony

Scenario

You and your companion are walking near a local high school and a group of kids call you over because they recognized you from when you visited their religion class. They have a lot of questions about the Word of Wisdom and the Law of Chastity. They don't understand why it is such a big deal.

1. Practice: Bear your testimony to these kids about why you follow these commandments.

2. Re-practice: Have the missionaries switch roles, and rotate practice companions and repeat the activity.

Additional Scenario(s)

You are teaching Andre who is a very active member of the local Pentacostal church. He has brought a few of his friends with him to your lesson and they are very skeptical about the Mormons and some of their "rules". They really want to know what is wrong with drinking coffee because their church serves it at their meetings. They ask you some difficult questions about the Word of Wisdom that you don't have an answer to. Bear sincere testimony to Andre's friends about how living the commandments can bless their lives.

Indefinite Adjectives

	Jag	**har**		**ett**	**enkelt**		**vittnesbörd**	
	I	*have*		*a*	*simple*		*testimony*	
Ja,	**Jag**	**har**	**(inte)**		**stor**		**förståelse**	
Yes,	*I*	*have/has*	*(not)*		*big*		*understanding*	
Nej,	**Du**	**vill ha**	***(ingen)**	**en**	**djup**	**—**	**tanke**	**[en]**
No,	*You*	*wants (to have)*	*(none/no)*		*deep*		*thought*	
	Ni	**är**			**klar**		**uppfattning**	
	You all	*is/am/are*			*clear*		*opinon*	
	Det				**ren**		**tecken**	
	It/That				*clean*		*sign*	
	Detta		***(inget)**	**ett**	**säker**	**+ t**	**vittnesbörd**	**[ett]**
	This		*(none/no)*		*sure (certain)*		*testimony*	
	Dessa				**enkel**		**svar**	
	These				*simple*		*answer*	
					ny		**idéer**	
					new		*ideas*	
			***(inga)**	**—**	**stark**	**+ a**	**förväntningar**	**[plural]**
			(none/no)		*strong*		*expectations*	
					svår		**frågor**	
					difficult		*questions*	

Vill du ha ett klart tecken?
Want you [to] have a clear sign?
Ja, jag vill ha ett klart tecken.
Yes, I want [to] have a clear sign.
Nej, jag vill inte ha ett klart tecken.
No, I want not [to] have a clear sign.

Är det ett säkert svar?
Is it a sure answer?
Ja, det är ett säkert svar.
Yes, it is a sure answer.
Nej, det är inte ett säkert svar.
No, it is not a sure answer.

**The words ingen,inget and inga serve as another way to negate the sentence. It is the equivalent of saying "I don't have <u>any</u>...or...We have no..." You will not include the article (en,ett). Ex. Han har inget vittnesbörd (He has no testimony.). See pg 186-187 in Swedish for Missionaries or pg 106-112 in Essentials of Grammar.*

Function: Asking about and describing objects, people and their characteris-
Context: Establishing expectations in How to begin teaching

Scenario

1. Practice: You are teaching an investigator, Lovisa, for the first time. Work with your companion to understand her expectations regarding your visits as well as establishing your own. Bear testimony that you know she can have the understanding she desires.

2. Re-practice: Switch and try without using the book this time.

Additional Scenario(s)

Write 5 shorts sentences about things that you expect from a missionary visit. Share these with your companion and have him/her translate them back into English.

You have taught Jonas a few times but he doesn't seem to understand why you are there. He is extremely friendly and genuinely a good person but he sees your visits as more of a time to hang out. Help him understand why you are there and help him to understand what he can expect from your visits.

Definite Adjectives (Teeter Totter Rule)

Jag	kan	känna	det	fridfull	+ a	vittnet	
I	*can*	*feel*	*the*	*peaceful*		*witness*	

Ja, *Yes,*
Nej, *No,*

Jag	**Du/Ni**	**vill**	**följa**		**smal**		**vägen**	
I	*You/You all*	*want [to]*	*follow*		*narrow*		*way*	
Han	**Hon**	**kan**	**känna**	**den**	**rätt**		**känslan**	**[en]**
He	*She*	*can*	*feel*	*the*	*correct*		*feeling*	
Vi	**De**	**måste**	**förstå**		**stark**		**förståelsen**	
We	*They*	*must*	*understand*		*strong*		*understanding*	
Den/Det	**Man**	**borde**	**ge**		**varm**		**vittnet**	
That/It	*One*	*should*	*give*		*warm*		*witness*	
				det	**lugn**	**+ a**	**beslutet**	**[ett]**
				the	*calm*		*decision*	
					fridfull		**ansvaret**	
					peaceful		*responsibility*	
					helig		**maningarna**	
					holy		*promptings*	
				de	**stor**		**idéerna**	**[plural]**
				the	*great/large*		*ideas*	
					svag		**känslorna**	
					weak		*feelings*	

Himmelske Fader
Heavenly Father
Alla
Everyone
Den Helige Anden
The Holy Ghost
Vår undersökare
Our investigator

Kan den Helige Anden ge den starka känslan?
Can the Holy Ghost give the strong feeling?
Ja, den Helige Anden kan ge den starka känslan.
Yes, the Holy Ghost can give the strong feeling.
Ja, det kan Han.
Yes, that can he.

Måste vi följa de fridfulla känslorna?
Must we follow the peaceful feelings?
Ja, vi måste följa de fridfulla känslorna.
Yes, we must follow the peaceful feelings.
Nej, vi måste inte följa de fridfulla känslorna.
No, we must not follow the peaceful feelings.

Function: Asking about and describing objects, people, and their characteristics
Context: Explaining the feeling of the Holy Ghost

Scenario

As you follow up on the commitment to read and pray about the Book of Mormon, you realize that your investigator Gunilla doesn't understand the feelings of the Holy Ghost.

1. Practice: As Gunilla explains her feelings about reading, help her understand that they come from the Holy Ghost.

2. Re-practice: Switch roles and repeat the activity.

Additional Scenario(s)

Your investigator, Alex, just told you that after reading the Book of Mormon he feels good. You ask him if he feels the Holy Ghost and he says he doesn't know. Help him identify the feelings that he is struggling to interpret himself. Bear testimony of the Holy Ghost's role in our conversion.

Prework for Next Lesson

See next page

Prework

Read through the Conceptual Practice on the next page. Using Swedish for Missionaries pages 53-54 as well as Swedish Essentials of Grammar page 138, decide which version of “to think” is appropriate for each sentence. Talk with your companion to understand the differences between tycka, tänka, and tro.

Conceptual Practice: To Think (Tycka, Tänka, Tro)

In Swedish, there are three different ways to say “think”: *tycka, tänka,* and *tro.* For English speakers, this seems unnecessary. However, once you learn to use these words correctly, you will be able to express your own thoughts more clearly. Use *tro* for things that are either true or not true, or when you are able to replace “think” with “believe” and not change the meaning of the sentence. For example, “I think Santa Claus is real”, use *tror*. Use *tycka* when referring to an opinion, as in something that differs between people. For example, “I think he’s cool” would use *tycka*. Use *tänka* when speaking about actual thought processes. For example, “I need to think about that” would employ *tänka.* In some of the examples below, you may notice that you can use *tro* or *tycka* depending on how you interpret the sentence. This shows why it’s nice to have the different words so you can speak more precisely.

-I thought about it for a long time.
-I think it’s a great idea.
-I thought you’d say that.
-Do you think he will be here at 4 o’clock?
-I think he’ll try.
-Have you ever thought about the after-life?
-I’m thinking about it now.
-Do you think there is an after-life?
-I think it’s fun to think about it.
-Do you think so?
-Think before you act.
-Do you think that’s true?
-I think he’s sick.
-He thinks he’s in trouble.
-He thinks they are fun guys.
-You think too much, Ed.
-I don’t think so.
-He thinks he’s from space.
-She doesn’t think you’re from space.
-She thinks you’re funny.
-He thinks time is running out.
-I didn’t think much about it.
-Don’t you think that’s strange?
-He thinks you’re okay!
-She’s been thinking about it all week.
-Do you think it’s too dark in here?
-I thought you were in Japan?
-He thinks about his kids a lot.
-He thinks they’re the greatest.
-He thinks they’re at his mother’s house.

To Think (Tycka, Tänka, Tro)

	Jag *I*	**tror** *think*		**att det är sant.** *that it is true.*
Ja, *Yes,* **Nej,** *No,*	**Han** *He* **Hon** *She* **Du** *You*	**tror** *think(s) /believe(s)* **trodde** *thought /believed*	**(inte)** *(not)*	**att det är/var sant.** *that it is/were true.* **på Gud** *in God* **att det finns/fanns en mening med livet** *that there is/was a purpose of life*
	Jag *I* **Vi** *We* **De** *They*	**tycker** *think(s)* **tyckte** *thought*	**(inte)** *(not)*	**att det är/var viktigt att ta hand om varandra** *that it is/was important to take care of each other* **att det är/var intressant** *that it is/was interesting* **att det är/var trevligt att vara i kyrkan** *that it was nice to be in church*
	Peder *Peder* **Gunvor** *Gunvor*	**tänker** *think(s)* **tänkte** *thought*	**(inte)** *(not)*	**mycket på vad som händer efter döden** *much about what happens after death* **på min/din/vår/er familj** *about my/your/our/your (pl.) family* **på vad vi/ni har undervisat dig/er/mig om** *about what we/you have taught you/you (pl.)/me about*

Tror du på Gud?
Believe you in God?
Ja, jag tror på Gud.
Yes, I believe in God.
Nej, jag tror inte på Gud.
No, I believe not in God.

Tycker de att det är interessant?
Think them that it is interesting?
Ja, de tycker att det är intressant.
Yes, they think that it is interesting.
Nej, de tycker inte att det är intressant.
No, they think not that it is interesting.

Function: Asking about and answering questions of contrasting attitudes, emotions, and feelings
Context: Ask about religious beliefs, follow up, share a scripture

Scenario

You met Katarina on the street in Göteborg a couple days ago and set up an appointment to come visit her with a member of the ward. Since this is the first time you are visiting her, you and your companion need to take some time to get to know her a little better.

1. Practice: In pairs, one missionary takes the role of the Katarina and the other takes the role of the missionary. Practice discussing who God and Jesus Christ are. Ask her about her beliefs and religious background.

2. Re-practice: Switch roles and repeat the activity.

Additional Scenario(s)

You meet Henrik in the park and start to talk with him on a bench. Before continuing on to another appointment, try to become better acquainted with what he thinks, believes, and feels about God and religion.

Prework for Next Lesson

See next page

Conceptual Practice: Who (Vem vs. Som)

Prework

Together with your companion, look over the next two pages and seek to understand the different uses of "som." Use page 190 from *Swedish for Missionaries* and *Swedish Essentials of Grammar* pages 44-45, 143-147 to assist in your study. After you feel like you have a basic understanding, begin to replace the existing, underlined pronoun in the example sentences with "vem," "som," "att," "den," or "det."

In English, we use the word ***"who"*** as an interrogative pronoun as well as a relative pronoun. In Swedish, *vem* is the interrogative pronoun while *som* is the relative pronoun. Here are some easy tricks: 1. *Som* can always be used if you can replace ***"who"*** with ***"that"*** or ***"which"*** without changing the meaning of the sentence. For example, "That's the man <u>who</u> I met yesterday" would use *som*. 2. For everything else, use *vem*.

- <u>Who</u> are you?
- I'm the missionary <u>who</u> you met yesterday.
- Do you remember <u>who</u> I am?
- That's the lady <u>who</u> we spoke with.
- There goes the man <u>who</u> sold me my bike.
- <u>Who</u> gave you that helmet?
- I can't remember <u>who</u> gave it to me.
- It was I <u>who</u> gave it to you.
- Do you know <u>who</u> we are?
- We don't know <u>who</u> you are.
- Would you like to learn more about <u>who</u> God is?
- <u>Who</u> gave you that book?
- The sister missionaries <u>who</u> I met in Spain gave me this book.
- I still write letters to the missionary <u>who</u> baptized me.
- I still write letters to Mattias, <u>who</u> I taught in Malmö.
- This is the girl <u>who</u> introduced me to the church.
- That's the doctor <u>who</u> I saw in the hospital.
- His son is the one <u>who</u> was on the news.
- I don't know <u>who</u> that is.
- <u>Who</u> tailored your suit?
- The same guy <u>who</u> tailored my shirts.
- Nobody knows <u>who</u> he is.
- We can find out <u>who</u> gave us this food.
- The woman <u>who</u> tailored my suits, knows <u>who</u> you are.
- How does she know <u>who</u> I am?
- You taught her son <u>who</u> was in that band.
- Now I remember <u>who</u> you are talking about.
- It was she <u>who</u> gave us the food.

The English word "***that***" has many grammatical functions. In Swedish, however, it is important to distinguish whether *"**that**"* is functioning as a demonstrative, relative pronoun, or a conjunction because each function translates to a different word in Swedish. *"**Den/det**"* is the demonstrative, *"**som**"* is the relative pronoun, and *"**att**"* is the conjunction. It sounds confusing but there are some easy tricks: 1. If you can ever replace *"**that**"* with *"**who**"* or *"**which**"* without changing the meaning of the sentence, use *"**som**"*. For example, "*John is the guy that helped me with my homework"* would use *"**som**".* 2. If there are two complete statements directly before and after the word *"**that**"*, use *"**att**"*. For example, *"I know that the church is true"* would use *"**att**"*. 3. For everything else, use *"**den**"* or *"**det**"*; use *"**den**"* when referring specifically to common gender ("**en**) words, and *"**det**"* when referring to neuter gender (**"ett**) words and anything else.*"*

As a general rule, "**som**" will come after nouns and "**att**" will come after verbs.

-I know that the church is true.
-John is the guy that helped me with my homework.
-That dog is very fast.
-That woman is interested in the gospel.
-I saw that man yesterday.
-She said that we could teach her children.
-He knew that we were coming at 3pm.
-I was the one that gave you that present.
-The house that is on the corner is Janet's.
-I've read that book many times.
-That movie that we saw yesterday was not good.
-They showed us that they were ready.
-That is crazy!
-Did you know that?
-No I didn't know that.
-He hid so that no one would see him.
-That window that is in that other room lets in light so that we can see that tree house that we built with that wood.
-Give that to me, please.
-No one else knows that that guy that we talked to is famous.
-That church on the corner is the LDS church.
-That is the book that we use along with the Bible.

That (som, att, den/det)

Ja
Yes,
Nej
No,

Jag *I*	**är** *am*		**den** *the one*		**som** *that/which/who*	**du träffade igår** *you met yesterday*	
Vi *We*	**är** *is/am/are*	**(inte)** *not*	**de** *(the ones)*			**du träffade igår** *you met yesterday*	
Jag *I*			**den** *(the one)*		**som** *that/which/who*	**kom förbi förra veckan** *came by last week*	
			de missionärer* *the missionaries*			**hjälpte till på affären** *helped out at the store*	
Jag *I*	**vet/visste** *know/knew*	**(inte)** *not*			**du/ni** *you/you all*	**är/var** *are/was*	**upptagen(gna)** *busy (plural)*
Vi *We*	**tror/ trodde** *thought*		**att** *that*		**vi** *we*	**ska** *will (shall)*	**komma till kyrkan** *come to church*
Du *You*	**sa** *said*				**jag** *I*	**skulle** *would*	**ringa** *call*
	(dagen) *day*		**låter** *sounds*	**bra** *good*			
Den/Det *That*	**(tiden)** *time*		**passar** *works/fits*	**fantastiskt** *fantastic*			
	(skriftstället) *scripture*		**är** *is/am/are*	**underbart** *wonderful*			
			handlar om *has to do with*	**Kristus/Gud** *Christ/God*			

Är ni de som kom förbi igår?
Are you the ones that/which/who came by yesterday?
Ja, vi är de som kom förbi igår.
Yes, we are the ones that/which/who came by yesterday.
Nej, vi är inte de som kom förbi igår.
No, we are not the ones that/which/who came by yesterday.

Sa du att du är upptagen?
Said you that you are busy?
Ja, jag sa att jag är upptagen.
Yes, I said that I am busy.
Nej, jag sa inte att jag är upptagen.
No, I said not that I am busy.

**When using "som" after a complex (multiword) object, such as "missionärerna" apply the first half of the teeter totter rule, as in "de missionärer som ..." but do not use the definitive version of the noun, as the word "som" continues to describe the object.*

Function: Asking about and describing objects, people, and their characteristics
Context: Following up with a potential investigator

Scenario

You have several phone numbers of potential investigators that you recieved over the past several days. Take turns with your companion calling these people and setting up an appointment. Make sure to clarify who you are and how you met them. If they are a referral, make sure to explain how you got their number.

1. Practice: One missionary will make the phone call, while the other will act as the potential investigator.

2. Re-practice: Switch roles and rotate.

Additional Scenario(s)

After talking with these potential investigators, you have succesfully set up appointments. You are really excited and wait to tell your ward mission leader about this. Call and tell him about the visits and try and arrange for members to come with you to the appointments.

Commands/Imperative Form

Var		**trofast**	**och**	**du**	**ska**	**ha framgång**
Be		*faithful*	*and*	*you*	*shall*	*have success*
Var		**trofast**	**och**	**du**	**ska**	**ha framgång**
Be		*faithful*	*and*	*you*	*shall*	*have success*
Bli		**stark**	**så att**	**ni**	**kan**	**få välsignelser**
Become		*strong*	*so that*	*you all*	*can*	*recieve blessings*
Fortsätt	**(inte)**	**modig**		**vi**	**får**	**få ett svar**
Continue	*not*	*courageous*		*we*	*may*	*get an answer*
Försök		**att be**		**din familj**		**få styrka**
Try		*to pray*		*your family*		*gain strength*
Ha		**att lyssna**		**ditt vittnesbörd**		**växa i tro**
Have		*to listen*		*your testimony*		*grow in faith*
Håll dig		**tro**				
Keep yourself		*faith*				
***Stanna**						
Stay						
***Lyssna**						
Listen						

Ha tro så att du kan få ett svar.
Have faith so that you can get an answer.
Håll dig stark och du ska växa i tro.
Keep yourself strong and you shall grow in faith.

**To change a verb into the imperative form, you just use the stem of the verb. For group 1 verbs, add an 'a' to the stem. Note that the stem is not the same as the infinitive form. See the grammar references for more information.*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Encouraging a struggling investigator

Scenario

You have just invited your investigator Elin to attend church with you this week but she isn't sure if she wants to continue investigating. She has been reading in the Book of Mormon but hasn't gotten an answer yet. You can see she is getting discouraged.

1. Practice: With your companion, encourage Elin to continue investiating. Help her understand how to overcome a trial.

2. Re-practice: Switch roles and rotate partners.

Additional Scenario(s)

Robert has a hard time believing that he will be able to overcome smoking even though his baptism is in three weeks. Help him grow his faith that he can do it.

Reflexive Verbs

Jag	måste	förbereda	mig		idag
I	*must*	*prepare*	*(myself)*		*today*

Ja,
Yes,
Nej,
No,
Jo,
Disagreeing Yes

Jag	**Vi**	**måste**	**förbereda**	**mig**	**oss**		**idag**
I	*We*	*must*	*prepare*	*myself*	*ourselves*		*today*
Du	**Ni**	**kan**	**omvända**	**dig**	**er**	**(inte)**	**var enda dag**
You	*You all*	*can*	*repent*	*yourself*	*yourselves*	*not*	*every single day*
Han	**De**	**ska**	**ändra**	**sig**	**sig**		**nu**
He	*They*	*shall (should)*	*change (one's mind)*	*himself/herself*	*themselves*		*now*
Hon		**kommer att**	**skynda**	*oneself*			**före döden**
She		*are going to*	*hurry*				*before death*
Man			**ångra**				**att möta Gud**
One			*regret*				*to meet God*
			förändra				**genom Kristus**
			change (one's life)				*through Christ*
			förbättra				**tack vare försoningen**
			improve				*because of (thanks to) the atonement*
			anstränga				
			make an effort				
			döpa				
			be baptized				

Kommer du att omvända dig idag?
Are you going to repent today?
Ja, jag kommer att omvända mig idag.
Yes, I am going to repent every day.
Nej, jag kommer inte att omvända mig idag.
No, I am not going to repent every day.

Ska han förändra sig före döden?
Shall he change [his life] before death?
Ja, han ska förändra sig före döden.
Yes, he shall change [his life] before death.
Nej, han ska inte förändra sig före döden.
No, he shall not change [his life] before death.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching about Repentance

Scenario

You have been teaching Karina about the Plan of Salvation. She has some questions about repentance.

1. Practice: Teach Karina more about repentance, helping her to understand it's meaning.

2. Re-practice: Switch roles and rotate.

Adverbs of Location and Motion

Ja, *Yes,*
Nej, *No,*

Jag *I*	**är** *am*		**här** *here*	
Du	**är**	**(inte)**	**här**	*here*
You	*is/am/are*	*(not)*	**där**	*there*
Ni	**var**		**borta**	*gone/away*
You all	*was/were*		**hemma**	*at home*
Han	**bor**		**inne**	*inside*
He	*live(s)*		**ute**	*outside*
Hon			**nere**	*down*
She			**uppe**	*up*
Vi				
We		**här**	**borta**	*over here/there*
De		**där**	**inne**	*in here/there*
They			**ute**	*out here/there*
Det			**nere**	*down here/there*
It			**uppe**	*up here/there*

Location

Motion

De *They*	**kommer** *are coming*		**hit** *here*	
Jag	**ska**	**(inte)**	**hit**	*here*
I	*shall [go]*	*(not)*	**dit**	*there*
Du	**går**		**bort**	*away*
You	*is/am/are are walking*		**hem**	*home*
Ni	**ska åka**		**in**	*inside*
You all	*shall travel*		**ut**	*outside*
Han	**körde**		**ner**	*down*
He	*drove*		**upp**	*up*
Hon	**kom**			
She	*came*	**hit**	**bort**	*over here/there*
Vi	**är på väg**	**dit**	**in**	*in here/there*
We	*is/am/are on the way*		**ut**	*out here/there*
			ner	*down here/there*
			upp	*up here/there*

Var är du?
Where are you?
Jag är här borta.
I am over here.
Jag är här inne.
I am in here.

Är du hemma?
Are you at home?
Ja, jag är hemma.
Yes, I am at home.
Nej, jag är inte hemma.
No, I am not at home.

Vart ska ni?
Where are you all going?
Vi ska ut.
We are going outside
Vi ska bort.
We are going away.

Är de på väg hit?
Are they on the way here?
Ja, de är på väg hit.
Yes, they are on the way here.
Nej, de är inte på väg hit.
No, they are not on the way here.

Function: Asking about and answering questions of time, date, and location
Context: Giving directions/reading a map

Scenario

You have several investigators coming to church this Sunday and need to ask some members to pick them up and take them to church with them.

1. Practice: One missionary will act as the member while the other one will call the member and arrange for the investigator to be picked up. Give them directions to the apartments of the investigators. Make sure to tell them how to get to the apartment once they park.

2. Re-practice: Switch roles.

Additional Scenario(s)

With someone in the classroom other than your companion, use the adverbs and grammar learned in this lesson to briefly explain where the following are located and how you would get there: temple, dorm room, cafeteria, teacher, companion, your scriptures, laundromat, gym, field, post office, bookstore, etc.

Prework for Next Lesson

See next page

Prework

Read through the Conceptual Practice on the next page. Using *Swedish for Missionaries* page 180 as well as *Swedish Essentials of Grammar* page 73-75, talk about what it means to make a verb passive. When might this be a useful tool? Talk with your companion to understand the rules of conjugating a verb to its passive form.

On the lines below, write five sentences that you would use while teaching your investigator in their passive form. Translate them to Swedish and check yours with your companion's.

A sentence can be either active or passive voice. In English, we use the verb “to be” (att vara) with a past participle to make a sentence passive voice. In Swedish, you just simply add an -s- to the end of a verb to change it to passive voice.

Active Voice: The boy kicked the ball.
Passive Voice: The ball ***was*** kicked (by the boy).

Active Voice: Pojken sparkade bollen.
Passive Voice: Bollen sparkade***s*** (av pojken).

This works in all tenses, so make sure to pay attention to infinitive (with a helping verb), present, past and supine tenses. Practice changing the following from active to passive voice and passive to active voice. When changing a sentence from active to passive voice, you do not necessarily have to include the original subject (see example above). When changing a sentence from passive to active voice, you may however need to think of and add a subject for the sentence to be complete.

-Joseph Smith restored the church.

-God took the priesthood off the earth.

-Evil men killed the Savior.

-The Gospel has been restored.

-God reveals his Gospel in every dispensation.

-Jesus Christ will bless everyone.

-Somone closed the door.

-The car has been repaired.

-They need to visit their family.

-Prophets taught the Gospel.

-Jesus Christ baptized many people.

-Joseph Smith was killed.

-The church was organized by Joseph Smith.

-The priesthood is given to worthy men.

-We will be judged according to our works.

-The door can be locked with a key.

-He lost the keys.

-Does the shirt need to be sewn?

There are some verbs, sometimes referred to as deponent verbs, that are not passive, but end in an -s- (such as att hoppas - to hope, or att minnas - to remember). Refer to pg. 180 in *Swedish for Missionaries* for more information about these verbs.

Passive Voice (Past and Supine Tense)

Kyrkan	**återställdes**	**genom Joseph Smith**
The church	*was restored*	*through Joseph Smith.*

Ja,
Yes,
Nej,
No,

Kyrkan	**återställdes**	**genom Joseph Smith**
The Church	*was restored*	*through Joseph Smith*
Evangeliet	**predikades**	**av många profeter**
The gospel	*was preached*	*by many prophets*
Prästadömet	**togs bort**	**från jorden**
The priesthood	*was taken away*	*from the earth*
Jesus Kristus	**döptes**	**när han var på jorden**
Jesus Christ	*was baptized*	*when he was on the earth*
Jesus Kristi Kyrka	**dödades**	**av onda människor**
The Church of Jesus Christ	*was killed*	*by evil people*
Joseph Smith	**förlorades**	**på grund av avfallet**
Joseph Smith	*were lost*	*because of the apostasy*
Sanningar	**har återställts**	
Truths	*has been restored*	
	har organiserats	
	has been organized	

Additional Words:

undervisades
was taught
besöktes
was visited
förlänades
was bestowed
översattes
was translated
förvrängdes
was distorted
kallades
was called

Återställdes Jesu Kristi Kyrka genom Joseph Smith?
Was the Church of Jesus Christ restored through Joseph Smith?
Ja, Jesu Kristi Kyrka återställdes genom Joseph Smith.
Yes, the Church of Jesus Christ was restored through Joseph Smith.
Nej, Jesu Kristi Kyrka återställdes inte genom Joseph Smith.
No, the Church of Jesus Christ was restored not through Joseph Smith.

Function: Asking about and describing actions and events
Context: Great Apostasy and Restoration

Scenario

You and your companion have been working with Martin. The first few times you taught him was all about the Plan of Salvation. He started reading the Book of Mormon but he has some questions. He doesn't quite understand why we need the Book of Mormon if we already have the Bible. He also doesn't really understand what authority is.

1. Practice: Teach Martin about the Great Apostasy and explain the need for the Restoration of the Gospel and then teach him how the Book of Mormon fits into all of this.

2. Re-practice: Switch roles.

Additional Scenario(s)

You and your companion are at a local high school's English class. The teacher wanted you to come and speak "American English" with her students. You agreed to come as long as she would allow you to tell a little bit about how the church was started. To be sure the students understand, tell about the Restoration in Swedish.

Passive Voice (Infinitive/Present)

	Jesus sa att *Jesus said that*	**alla människor måste** *all people must*	**döpas** *be baptized*	**av någon med mydighet** *by someone with authority*
Ja *Yes,* **Nej** *No,*	**Jesus sa att** *Jesus said that*	**alla människor måste*** *all people must* **vi kommer att*** *we will/are going to* **evangeliet skulle*** *the Gospel would* **det är viktigt att** *it is important to*	**döpas** *be baptized* **frälsas** *be saved* **återställas** *be restored* **undervisas** *be taught* **dömas** *be judged*	**av någon med myndighet** *by someone with authority* **genom tro, lydnad** *through faith, obedience* **genom Joseph Smith** *through Joseph Smith* **av profeter, apostlar, Jesus Kristus** *by prophets, apostle, Jesus Christ*
infinitive tense				
passive tense	**Vi** *We* **Prästadömet** *The Priesthood* **Evangeliet** *The Gospel* **Välsignelser** *Blessings*		**döps** *is/are baptized* **välsignas**** *is/are blessed* **döms** *is/are judged* **ges** *is/are given* **predikas**** *is/are preached*	**genom nedsänkning** *by immersion* **till följd av vår tro** *as a result of our faith* **efter våra gärningar** *according to our works* **till alla värdiga män i kyrkan** *to all worthy men in the church* **över hela världen** *over the whole earth*

Måste alla människor döpas?
Must all people be baptized?
Ja, alla människor måste döpas.
Yes, all people must be baptized.
Nej, alla människor måste inte döpas.
No, all people must not be baptized.

Döms vi efter våra gärningar?
Are we judged according to our works?
Ja, vi döms efter våra gärningar. (Ja, det är vi.)
Yes, we are judged according to our works. (Yes, we are.)
Nej, vi döms inte efter våra gärningar. (Nej, det är vi inte.)
No, we are judged not according to our works. (No, we are not.)

**Notice that when there is a helping verb then the infinitive passive-s verb is used.*
***For group one passive-s verbs in present tense, you will keep the 'a'. For all other groups, you will drop the 'a'.*

Function: Asking about and describing actions and events
Context: The Gospel of Jesus Christ

Scenario

You are teaching Johan, a less-active member who was baptized about a year ago. He went back to his old church because he didn't think that the Bible taught in accordance with the Book of Mormon. He told you that he would let you come over if you could help him understand how the Jesus in the Bible teaches the same things as in the Book of Mormon.

1. Practice: With one missionary acting as Johan and the other as the missionary, teach Johan about Jesus Christ and the gospel that he taught in both books.

2. Re-practice: Switch

Additional Scenario(s)

Marko, who is an active member of the Swedish Church has heard that the Mormons baptize the dead. Help him understand the doctrine behind baptism for the dead by teaching him about what happens in the spirit world.

På and I

Ja
Yes,
Nej
No,

Han	har inte kommit se'n	i	januari
Jag	**har inte kommit se'n**		**vintras, våras, somras, höstas**
I	*haven't/hasn't come since*		*winter, spring, summer, fall*
Du	**kom**	**i**	***söndags, *måndags, *tisdags o.s.v.**
You	*came*	*last*	*Sunday, Monday, Tuesday etc.*
Han	**flyttade**		**januari, februari, mars o.s.v.**
He	*moved*		*January, February, March etc.*
De	**döptes**		**fjol, 2010 (eller något annat år), julas, påskas**
They	*was/were baptized*		*year, 2010 (or some other year), Christmas, Easter*
Vi	**kommer**		**april, maj, juni, juli, augusti o.s.v.**
We	*come(s)*	**(nu) i**	*April, May, June, July, August etc.*
Ni	**ska flytta**	*(this) in*	****ikväll, **imorgon, **idag, **inatt**
You all	*will (shall) move*		*this evening, tomorrow, today, tonight*
Hon	**kommer att döpas**	**(nu) på**	**onsdag, torsdag, fredag o.s.v.**
She	*is going to be baptized*	*(this) on*	*Wednesday, Thursday, Friday etc.*
Vi	**håller gudtjänster, aktiviteter**		**vintern, våren, sommaren, hösten**
We	*hold services, activities*		*the winter, the spring, the summer, the fall*
Du	**brukar studera, undervisa**	**på**	**lördagar, söndagar, måndagar o.s.v.**
You	*usually study, teach (person)*	*in/on*	*Saturdays, Sundays, Mondays etc.*
De	**tränar, motionerar**		**morgonen, förmiddagen, eftermiddagen, kvällen**
They	*exercise (train), exercise (run)*		*the morning, the late morning, the afternoon, the evening*

Kom han till kyrkan i söndags?
Did he come to church last Sunday?
Ja, han kom till kyrkan i söndags.
Yes, he came to church last Sunday.
Nej, han kom inte till kyrkan i söndags.
No, he came not to church last Sunday.

Brukar ni studera på förmiddagen?
Do you usually study in the late morning?
Ja, vi brukar studera på förmiddagen. (Ja, det gör vi.)
Yes, we usually study in the late morning. (Yes, we do.)
Nej, vi brukar inte studera på förmiddagen. (Nej, det gör vi inte.)
No, we usually not study in the late morning. (No, we do not.)

**The 'g' is silent, so it will be pronounced by saying söndas, måndas etc. **The 'i' is included in these words, so you WILL NOT say i ikväll or i imorgon.*

Function: Asking and answering questions of time, date, and location
Context: Talking about missionary and church activities

Scenario

You and your companion are in ward council. They have asked you to give a report about all of your investigators. Tell them about your investigator's church attendance and when you have met them and when you plan on meeting them again. Share any other pertinent information.

1. Practice: The district will act as the ward council with the teacher acting as the bishop. The bishop will lead the discussion and get a report from the companionship.

2. Re-practice: Rotate companionships giving their report.

Additional Scenario(s)

You meet Magnus on the street and he is an active member of the local Pentacostal church. He is interested in the different types of activities that go on as part of the church. Tell him about all the different activities and when they happen. Invite him to come to one.

Comparatives & Superlatives

Ja, *Yes,*
Nej *No,*
Jo, *Disagreeing yes*

Du	**är**		**viktigare**	**än**	**du kan tro**
You	*are*		*more important*	*than*	*you can believe*

Jag	**Vi**	**är**		**inspirerande**	**du kan tro**
I	*We*	*is/am/are*	***mer**	*more inspiring*	*you can believe*
Du	**Ni**	**var**	*more*	**fantastisk**	**vad du vet**
You	*You all*	*was/were*		*fantastic*	*what you know*
Han/Hon/Man	**De**			**viktig + are**	**något i världen**
He/She/One	*They*			*more important*	*anything in the world*
Guds plan				**vackr + are**	**något annat**
God's plan				*more beautiful*	*anything else*
Ditt liv				**lycklig + are**	**vad du än har**
Your life				*happier*	*whatever you have*

Mormons Bok	**är**	**den**	**viktigaste**	**boken**	**i världen**
The Book of Mormon	*is*	*the*	*most important*	*book*	*in the world*

Mormons Bok	**är**	**den/det**	**viktig + aste**	**boken**	**i världen**
The Book of Mormon	*is/am/are*	*the*	*most important*	*book*	*in the world*
Frälsningsplanen	**var**		**lycklig + aste**	**budskapet**	**som vi har**
The Plan of Salvation	*was/were*		*happiest*	*message*	*that we have*
Evangeliet			**mest korrekta**	**nyheten**	**i livet**
The gospel			*most correct*	*news*	*in life*
Jesu Kristi försoning			**bästa**	**saken**	**som finns**
The atonement of Jesus Christ			*best*	*thing*	*that exists*

Är Guds plan vackrare än något i världen?
Is God's plan more beautiful than anything in the world?
Ja, Guds plan är vackrare än något i världen.
Yes, God's plan is more beautiful than anything in the world.

Är frälsningsplanen den lyckligaste nyheten som finns?
Is the Plan of Salvation the happiest news that exists?
Ja, frälsningsplanen är den lyckligaste nyheten som finns.
Yes, the Plan of Salvation is the happiest news that exists.

**Just as in English, some comparatives in Swedish are formed by using 'mer' (more). Ex. more diligent rather than diligenter. There is a tendency to use 'mer' for long adjectives. Also, adjectives ending in 'isk' and present/past participles will use the 'mer' form of the comparative. See Essentials of Grammar pg 119 for more information.*

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Bearing Testimony

Scenario

After you invited Linnéa to be baptized, she said, “I’m not ready. I don’t know if I can do this.” You asked her if you could visit the following day and talk about how to increase faith in her abilities and she accepted willingly. You and your companion decide to help her understand her importance as well as the importance of the gospel. Help her to understand why this is so important right now in her life.

1. Practice: Practice teaching someone in the classroom as if they were Linnéa.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity as needed.

Additional Scenario(s)

Use comparisons to describe characteristics of members of your family or district. Share these with your companion.

After finishing dinner at a member’s home, they ask you to share a spiritual thought about the Plan of Salvation.

Numbers

	Cardinal	Ordinal
1	ett	första - 1:a
2	två	andra - 2:e
3	tre	tredje - 3:e
4	fyra	fjärde - 4:e
5	fem	femte - 5:e
6	sex	sjätte - 6:e
7	sju	sjunde - 7:e
8	åtta	åttonde - 8:e
9	nio	nionde - 9:e
10	tio	tionde - 10:e
11	elva	elfte - 11:e
12	tolv	tolfte - 12:e
13	tretton	trettonde - 13:e
14	fjorton	fjortonde - 14:e
15	femton	femtonde - 15:e
16	sexton	sextonde - 16:e
17	sjutton	sjuttonde - 17:e
18	arton	artonde - 18:e
19	nitton	nittonde - 19:e
20	tjugo	tjugonde - 20:e
30	trettio	trettionde - 30:e
40	fyrtio	fyrtionde - 40:e
50	femtio	femtionde - 50:e
60	sextio	sextionde - 60:e
70	sjuttio	sjuttionde - 70:e
80	åttio	åttionde - 80:e
90	nittio	nittionde - 90:e
100	[ett] hundra	
1.000	ett tusen	

Pronouns

Subject	Object	Posessive	Reflexive	Reflexive Posessive
Jag	mig	min/mitt/mina	mig	min/mitt/mina
Du	dig	din/ditt/dina	dig	din/ditt/dina
Han	honom	hans	sig	sin/sitt/sina
Hon	henne	hennes	sig	sin/sitt/sina
Det/Den	det/den	dess	sig	sin/sitt/sina
Vi	oss	vår/vårt/våra	oss	vår/vårt/våra
Ni	er	er/ert/era	er	er/ert/era
De	dem	deras	sig	sin/sitt/sina
Man	en	ens	sig	sin/sitt/sina

The Teeter Totter Rule

Usage: Whenever using an adjective with a definitive noun	
ex.	I walked to the red house
(ett)	Jag gick till **det** röd**a** hus**et**
(en)	Jag fick **den** stor**a** bok**en**
(plural)	Jag känner **de** stor**a** missionärer**na**

Exceptions to the Teeter Totter Rule

When using these words, NEVER use den/det or -en/-et		
English	Swedish	Example
(The) Same	Samma	Går du i samma kyrka?
(The) Wrong	Fel	Han tog fel tåg.
(The) Next	Nästa	Ni är nästa att åka till Sverige

When using these words, NEVER use den/det but DO use -en/-ett		
English	Swedish	Example
The (very) last	Sista	Det var sista dag**en** att köpa det
Half (of the)	Halva	Skorna är halva pris**et** idag!
Whole/all (of the)	Hela	Ska du äta hela paj**en**?
Last (the previous)	Förra	Förra vecka**n** kom de förbi.
Both (of the)	Både	Både missionärer**na** ska komma.

Days/Months/Holidays

Månaderna	Helgdagar
januari	nyårs
februari	trettondedag jul
mars	långfredagen
april	påskdagen
maj	annandagpåsk
juni	första maj
juli	Kristi himmelsfärdsdag
augusti	pingstdagen
september	Sveriges nationaldag
oktober	midsommardagen
november	alla helgons dag
december	juldagen
	annandagjul
Dagarna	
måndag	
tisdag	
onsdag	
torsdag	
fredag	
lördag	
söndag	

Saying “To Think”

Verb	Usage	Example	
att tänka (på)	To think about (using brain power)	Jag tänker på dig	Han ska tänka på saken
att tycka (om)	To have an opinion about (no definite facts)	Jag tycker inte att det är fint	Vad tycker du om det?
att tro (på)	To believe, to think	Jag tror att det ska regna	Vi tror på allt som han sa

Saying “To Know”

Verb	Usage	Example	
att veta	To know something (factual)	Jag vet att Kristus lever	Vi vet att han kommer
att kunna	Thorough knowledge or master of something	Jag kan svenska. Jag kan piano	Jag kan ditt namn.
att känna	To know someone	Jag känner honom. Jag känner Birgitta.	Markus känner hans syster.
att känna till	To know *of* someone or something	Jag känner till er kyrka	Jag känner till dem.

Saying “Before”

	Verb	Usage	Example	
Conjunction form	Innan	Before a verb	...innan du *går* ...	Innan han *kommer* kan du ....
	Förrän	Same, but after a negative clause	Du får *inte* äta förrän du *går*	Ät *inte* förrän han *kommer* ...
Non-conjunction form	Före	As a preposition of time (before a noun)	Före min mission ...	Före middag ska vi tvätta oss
	Förut	As an adverb (previously)	Har du varit här förut?	Har du sett honom förut?

Saying “To Feel”

Verb	Usage	Example	
att känna (på)	To literally feel (using the sense of touch)	Jag känner den Helige Anden.	Han känner på min bok
att känna sig	To feel something emotionally or physically	Jag känner mig trött!	Jag känner mig ledsen
att kännas	Same as above, but after “den/det”	Det känns fantastiskt!	Det känns underbart
att må	Only used with “bra” or “dåligt” or synonyms	Jag mår fint!	Han mår bra

Noun Declension Groups

	Singular		Plural	
	Indefinite	**Definite**	**Indefinite**	**Definite**
1 ("-or")	**"en" nouns that end in "-a"**			
	en kyrka	kyrkan	kyrkor	kyrkorna
	en kamera	kameran	kamror	kamrorna
	en vecka	veckan	veckor	veckorna
	en fråga	frågan	frågor	frågorna
2 ("-ar")	**many of the "en" nouns (especially ending in "-e"**			
	en sanning	sanningen	sanningar	sanningarna
	en spegel	spegeln	speglar	speglarna
	en timme	timmen	timmar	timmarna
	en apostel	aposteln	apostlar	apostlarna
3 ("-er")	**nouns that end in "-het," "-ium," and some others**			
	en profet	profeten	profeter	profeterna
	en sak	saken	saker	sakerna
	ett evangelium	evangeliet	evangelier	evangelierna
	en lägenhet	lägenheten	lägenheter	lägenheterna
4 ("-n")	**"ett" nouns that end in a vowel**			
	ett hjärta	hjärtat	hjärtan	hjärtana
	ett stycke	stycket	stycken	styckena
	ett äpple	äpplet	äpplen	äpplena
	ett möte	mötet	möten	mötena
5	**"ett" nouns that end in a consonant and "en" nouns that end in "-are"**			
	ett svar	svaret	svar	svaren
	ett prov	provet	prov	proven
	ett tempel	templet	tempel	templen
	en lärare	läraren	lärare	lärarna

Verb Conjugation Groups

Infinitive	**Present**	**Past**	**Supine**
1	**-ar**	**-ade**	**-at**
Ex: att undervisa	undervisar	undervisade	har undervisat
att spela	spelar	spelade	har spelat
2A	**-er**	**-de**	**-t**
Ex: att behöva	behöver	behövde	har behövt
att höra	hör	hörde	har hört
2B	**-er**	**-te**	**-t**
Ex: att hjälpa	hjälper	hjälpte	har hjälpt
att resa	reser	reste	har rest
3	**-r**	**-dde**	**-tt**
Ex: att tro	tror	trodde	har trott
att bo	bor	bodde	har bott
Irregular	**Conjugations vary in this group**		
Ex: att få	får	fick	har fått
att göra	gör	gjorde	har gjort
att förstå	förstår	förstod	har förstått
att ta	tar	tog	har tagit
att skriva	skriver	skrev	har skrivit
att sjunga	sjunger	sjöng	har sjungit
att säga	säger	sa (de)	har sagt
att vara	är	var	har varit
att be	ber	bad	har bett
att veta	vet	visste	vetat
att vilja	vill	ville	velat
att finnas	finns	fanns	funnits

Swedish Hymns

1. The Morning Breaks
2. The Spirit of God
3. Now Let Us Rejoice
4. High on the Mountain Top
5. Redeemer of Israel
6. An Angel from on High
7. God of Power, God of Right
8. Israel, Israel, God is calling
9. Come, Listen to a Prophet's Voice
10. We Thank Thee, O God, for a Prophet
11. God Bless Our Prophet Dear
12. We Ever Pray for Thee
13. Now We'll Sing with One Accord
14. Joseph Smith's First Prayer
15. O, sköna dag, som kommit har
16. Praise to the Man
17. Lead Me into Life Eternal
18. A Poor Wayfaring Man of Grief
19. Come, Come Ye Saints
20. O God, Our Help in Ages Past
21. They, the Builders of the Nation
22. Our Mountain Home So Dear
23. For the Strength of the Youth
24. We Will Sing of Zion
25. Beautiful Zion, Build Above
26. Sweet is the Peace the Gospel Brings
27. Come, O Thou King of Kings
28. Come, Ye Children of the Lord
29. Come, Thou Glorious Day of Promise
30. Vak upp, hör rösten ljuder
31. En vänlig grönkas rika dräkt
32. For the Beauty of the Earth
33. All Creatures of Our God and King
34. On This Day of Joy and Gladness
35. Praise the Lord with Heart and Voice
36. All Glory, laud, and Honor
37. Rejoice, the Lord is King
38. How Firm a Foundation
39. Great King of Heaven
40. Praise to the Lord, the Almighty
41. God of Our Fathers, Whose Almighty Hand
42. God of Our Fathers, We Come Unto Thee
43. Glory to God on High
44. God of Our Fathers, Known of Old
45. Guide Us, O Thou Great Jehovah
46. God is Love
47. Faith of Our Fathers
48. How Great Thou Art
49. Beautiful Savior, Härlig är jorden
50. Din klara sol går åter opp
51. The Lord is my Light
52. Jag kan icke räkna dem alla
53. Prayer of Thanksgiving
54. Come, Ye Thankful People
55. Now Thank We All Our God
56. A Mighty Fortress is Our God
57. Come, We That Love the Lord
58. Långt bortom rymder vida
59. Jag lifter ögat mot himmelen
60. Bred dina vida vingar
61. Lead, Kindly Light
62. Nearer, My God to Thee
63. I Need Thee Every Hour
64. Guide Me to Thee
65. Jesus, Savior, Pilot Me
66. Master, the Tempest is Raging
67. The Lord Is My Shepherd
68. The Lord My Pasture Will Prepare
69. Lord, Accept Our True Devotion
70. Rock of Ages
71. Cast Thy Burden upon the Lord
72. Come, Ye Disconsolate
73. Through Deepening Trials
74. Does the Journey Seem Long?
75. Where Can I Turn for Peace?
76. Be Thou Humble
77. More Holiness Give Me
78. How Gentle God's Command
79. Come, Follow Me
80. Come unto Jesus
81. I Believe In Christ
82. My Redeemer Lives
83. I Know that My Redeemer Lives
84. Testimony
85. Did You Think to Pray
86. Prayer is the Soul's Sincere Desire
87. Secret Prayer
88. Jesus, the Very Thought of Thee
89. Sweet Hour of Prayer
90. Let the Holy Spirit Guide
91. Låt den Helige Andens stämma
92. Lord, We Come before Thee Now
93. O Thou Kind and Gracious Father
94. Father in Heaven
95. När vi denna gången ämna
96. Sweet Is the Work
97. Gently Raise the Sacred Strain
98. Lord, We Ask Thee Ere We Part
99. As the Dew from Heaven Distilling
100. Abide With Me
101. Abide With me; 'Tis Eventide
102. Now the Day is Over
103. Lord, Dismiss Us with Thy Blessing
104. As the Shadows Fall
105. Sing We Now at Parting
106. Thy Spirit, Lord, Has Stirred Our Souls
107. God Be with You Till We Meet Again
108. Softly Now the Light of Day
109. In Humility, Our Savior
110. While of These Emblems We Partake
111. O God, the Eternal Father
112. Jesus of Nazareth, Savior and King
113. God, Our Father, Hear Us Pray
114. 'Tis Sweet to Sing the Matchless Love
115. Reverently and Meekly Now
116. Upon the Cross of Calvary
117. Again, Our Dear Redeeming Lord
118. O Lord of Hosts
119. We'll Sing All hail to Jesus' Name
120. Again We Meet around the Board
121. Behold, the Great Redeemer Die
122. God Loved Us, So He Sent His Son
123. In Memory of the Crucified
124. How Great the Wisdom and the Love
125. I Stand All Amazed
126. There is a Green Hill Far Away
127. Jesus, Once of Humble Birth
128. O Savior, Thou Who Wearest a Crown
129. Jesus för världen givit sitt liv
130. He is Risen
131. Christ the Lord is Risen Today
132. Det är en ros utsprungen
133. O du saliga, o du heliga
134. Bereden väg för Herren
135. Hosianna
136. Var hälsad, sköna morgonstund
137. Ett barn är fött
138. Nu tändas tusen juleljus
139. Joy to the World
140. Oh, Come, All Ye Faithful
141. Far, Far Away on Judea's Plains
142. Away in a Manger
143. Angels We Have Heard on High
144. Silent Night
145. It Came upon the Midnight Clear
146. O Little Town of Bethlehem
147. Hark! The Herald Angels Sing
148. O Love That Glorifies the Son
149. Because I Have Been Given Much
150. Lord, I Would Follow Thee
151. O Thou Rock of Our Salvation
152. Brightly Beams Our Father's Mercy
153. Dear to the Heart of the Shepherd
154. I denna ljuva sommartid
155. Den blomstertid nu kommer
156. Improve the Shining Moments
157. There is Sunshine in My Soul Today
158. You Can Make the Pathway Bright
159. Blott en dag, ett ögonblick i sänder
160. Do What Is Right
161. As I Search the Holy Scriptures
162. Choose the Right
163. Jesus Once of Humble Birth
164. Kommen till mig
165. Hear Thou Our Hymn, Our Lord
166. Let Us All Press On
167. Count Your Blessings
168. Nu Sions fana höjen
169. Hope of Israel
170. Onward, Christian Soldiers
171. Praise God, from Whom all Blessings Flow
172. Called to Serve
173. We Are All Enlisted
174. Put Your Shoulder to the Wheel
175. God Moves in a Mysterious Way
176. True to the Faith
177. Carry On
178. I'll Go Where You Want Me to Go
179. Go Forth with Faith
180. How Wondrous and Great
181. Hark, All Ye Nations!
182. Help Me Teach with Inspiration
183. Welcome, Welcome, Sabbath Morning
184. Oh Say, What is Truth?
185. We Meet Again in Sabbath School
186. Truth Reflects upon Our Senses
187. We Love Thy house, O God
188. Holy Temples on Mount Zion
189. Home Can Be a Heaven on earth
190. O My Father
191. Love at Home
192. Dearest Children God is Near You
193. Tryggare kan ingen vara
194. I Am a Child of God
195. Keep the Commandments
196. Teach Me to Walk in the Light
197. I Know My Father Lives
198. Love One Another
199. As Sisters in Zion
200. Ye Elders of Israel
201. Come, All Ye Sons of God
202. Our Savior's Love
203. Be Still, My Soul
204. Each Life that Touches Ours for Good
205. O May My Soul Commune With Thee

Grammar Cross References

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